



GUIDELINES FOR PROGRAMS FOR BLIND AND VISUALLY IMPAIRED

"Beyond The Mandates — To Program Excellence"

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Kansas State Department of Education

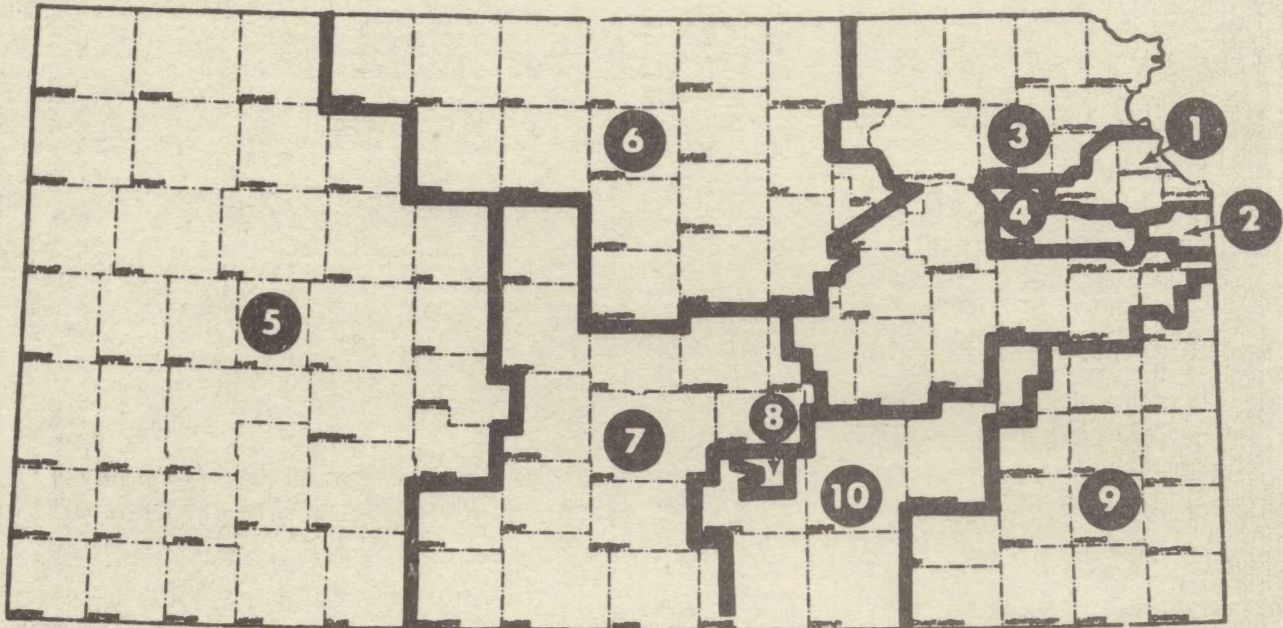
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August 21, 1986

TO: Administrators of Special Education
Special Education Teacher Trainers
State Advisory Council for Special Education
and Other Interested Parties

FROM: Harold L. Hodges *[Signature]*

RE: STATE GUIDELINES FOR PROGRAMS FOR THE BLIND AND VISUALLY IMPAIRED

These State Guidelines for Programs for the Blind and Visually Impaired were developed by the Kansas State Department of Education, with the assistance of an advisory task force. This document was developed for the purpose of assisting educational programs for the visually impaired in taking measures to improve the quality of their services.

As noted on the cover of the guidelines, this is a field test copy. Recommended revisions or additions will be received from specific field test sites during the next year. These will be considered prior to the guidelines becoming final at the end of Fiscal Year 1987.

Your comments or reactions to the guidelines would be appreciated. Such comments should be submitted no later than May 1, 1987. During the drafting of these guidelines, the Task Force considered but decided against the inclusion of such information as a glossary of terms related to the eye, a diagram of the eye, a listing of educational aids used by visually impaired students, etc. If you feel the inclusion of such information would improve the guidelines, so indicate in your comments for input.

Copies of these guidelines will be distributed to the teachers of the visually impaired at the State Conference for Educators of the Visually Impaired in September.

Thank you for your interest in this project.

ACKNOWLEDGEMENTS

The Kansas State Department of Education wishes to express its appreciation to the individuals who serve on the Task Force on Guidelines for Programs for the Blind and Visually Impaired. Many meetings and countless hours of writing and critiquing were required for the drafting of these Guidelines during Fiscal Year 1986.

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In addition to the Task Force, the Department is indebted to the following persons for their invaluable contributions to the development of the Guidelines. They were the resource persons for the State Conference for Educators of the Visually Impaired held in the Fall of 1985 and greatly assisted in providing consultation regarding a structure for the process of developing the Guidelines as well as specific content.

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Special appreciation is also due the various agencies and associations represented by the above individuals for the time and expertise devoted to this effort.

Gaye Letts, secretary to the superintendent of the Kansas State School for the Visually Handicapped, designed the cover for the Guidelines, and this contribution of talent is greatly appreciated.

The Department wishes to extend its gratitude to the following agencies for their permission to include specific materials in these guidelines:

1. Orientation and Mobility Checklist - The Northeastern Association for the Blind, Albany, New York
2. Low Vision Evaluation Form - the Oregon School for the Blind, Salem, Oregon

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INTRODUCTION

Educators of the blind and visually impaired have long been recognized for their interest in and efforts toward establishing and maintaining school programs for visually impaired students which are exemplary in terms of being effective in meeting the total needs of their students. In the 1800's educational programs for blind and visually impaired students were patterned after regular education offerings. This led to formal programs for blind and visually impaired children as early as 1900. Educators of the blind and visually impaired continue today in their efforts to expand opportunities for their students. Educators of the visually impaired have not agreed with other educators who advocate that compliance with state and federal regulations for special education assures an acceptable level of quality in programming. The term "appropriate," used frequently in such regulations, has not been the ultimate qualitative descriptor for programs for the visually impaired.

The U.S. Department of Education annually reports to Congress the status of the implementation of P.L. 94-142. In its most recent report, the Seventh Annual Report, the Department says that "the States have successfully implemented the procedural features of the Act." The report continues by saying that there is a shift in emphasis from procedures to quality. The data presented in the report emphasize the continuing need to strive for quality in all aspects of programming for special education children and their parents.

Kansas educators of the visually impaired, as a result of their commitment to PROGRAM EXCELLENCE, proclaimed during Fiscal Year 1986 that such a goal is worthy and attainable. The theme of the Annual State Conference for Educators of the Visually Impaired was "Beyond the Mandates -- to Program Excellence!" Nationally recognized leaders in the education of the blind acted as resource persons at this

conference to guide and stimulate the thinking of the conference participants on this important topic and theme. The Kansas State Department of Education decided that during this fiscal year, state guidelines for programs for the visually impaired would be developed. A task force was appointed to draft the guidelines, and one purpose of the conference became that of being a vehicle by which educators of the visually impaired across the state could provide direct input to the task force regarding the content and format of the guidelines. Specific group activities at the State Conference fulfilled this purpose.

It was agreed that the State Guidelines for Programs for the Blind and Visually Impaired in Kansas would be structured around statements of specific qualitative program standards, to be accompanied by an instrument for programs to utilize for purposes of self-study and program improvement. It was further agreed that these state program standards would identify qualitative aspects of programs which go beyond state and federal regulations for special education and general school accreditation requirements.

These guidelines are applicable to all educational programs for the visually impaired. The term "visually impaired," as utilized throughout this document, encompasses both "totally blind" and "partially sighted." Therefore, the term includes students who have sight limitations but utilize print as well as those students who utilize tactile and auditory media for learning. Refer to the Selected Legal References Related to Programs for the Blind and Visually Impaired (Appendix A) for definitions included in the Kansas Administrative Regulations. These guidelines also are applicable to programs serving visually impaired students with other handicapping conditions.

The authors of A Nation at Risk wrote --

"We define 'excellence' to mean several related things. At the level of the individual learner, it means performing on the

boundary of individual ability in ways that test and push back personal limits, in school and in the workplace. Excellence characterizes a school or college that sets high expectations and goals for all learners, then tries in every way possible to help students reach them."

This report included a specific recommendation related to standards and expectations. It was recommended that --

"Schools, colleges and universities adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct...This will help students do their best educationally with challenging materials in an environment that supports learning and authentic accomplishment."

To be good teachers and effective managers, it is logical to expect that we will evaluate our work and the impact of our teaching and the impact of the programs that we administer.

To set qualitative standards for our programs for the visually impaired, to evaluate our programs against those standards, and to strive wholeheartedly to bring the programs into closer alignment with those standards is simply fulfilling one part of our professional liability and commitment to the visually impaired students of our state.

Harold L. Hodges
Education Program Specialist
Kansas State Department of Education

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USE OF THESE GUIDELINES

These guidelines were developed with the intent of programs for the visually impaired using them as a program self-review and planning for increasing the quality of services of the program. Program administrators, teachers, and other staff certainly may be creative in their use. One specific method for their use is described below. A program may elect to develop additional specific program standards that are uniquely applicable to that program. The program then may utilize the same self-review and planning approach as described within this section.

The following is one specific method for use of these guidelines for program improvement:

- 1) A program evaluation committee is designated to conduct the program review and a timeline is established for the completion of the review and for the development of the program improvement plan. Prior to the joint meeting, it is recommended that each committee member complete the Self-Review Form separately. The committee may have a wide representation such as parents, students, consumers, regular education staff and advisory committee members. At a minimum, the evaluation should be conducted by an administrator and a teacher.
- 2) Each program evaluation committee member is provided with a copy of the guidelines, orientation for the committee is provided, and specific responsibilities are established for committee members.
- 3) The committee may consider making the total assessment process as elaborate as it wishes. Additional activities would strengthen and complement the process, such as parent and student surveys, use of "outside" evaluators, etc.
- 4) Additional specific data forms may be developed and utilized for the evaluation process.
- 5) Committee meetings should be frequent and scheduled well in advance. Progress and findings should be shared and the committee should reach consensus on the decisions recorded on the Program Improvement Plan Form. In addition to completion of the two forms, the program may elect to develop a detailed narrative report.
- 6) The same committee or a different committee may be organized to review the implementation or completion of the program improvement plan and to record the results on the Review of Program Improvement Plan Form.
- 7) These procedures promote the concept of continuous program assessment and planning for program improvement by establishing the feedback system for using the results of the review to initiate the assessment cycle again.
- 8) It is anticipated that the complete process can be conducted within six months. Additional time will be required, of course, if it is decided to utilize a more elaborate process and procedures.

Chapter 1 STARTING A VISION PROGRAM

Due to the low incidence of visually impaired students, there are many districts that have not needed to provide services for visually impaired students. An exemplary special education program will have a contingency plan for starting a vision program in the event that a visually impaired student would move into the district or a local student would become visually impaired.

The standards outlined in this chapter will provide guidance in setting up a vision program to provide appropriate services to a visually impaired student.

It is important that action be taken immediately upon learning there is to be a visually impaired student. Gathering information, doing evaluations and obtaining adapted materials all take time. Much can be done before the student actually begins school.

Standard 1.1: The building administrator will contact the teacher of visually impaired that is responsible for the district.

The superintendent or director of special education will know who the teacher of visually impaired is, if there is one. The vision teacher will be responsible for gathering information, assisting with placement and providing appropriate services to the student and teachers. When there is no vision teacher, the building administrator will be responsible for initiating services.

Standard 1.2: The building administrator will gather information about the student's visual impairment.

If student records are available, they should be checked for a current I.E.P. This will answer many questions about what type of services have been provided and will give the names of persons to contact for further information. Also check medical records for vision, hearing and general medical information. If the student's records have not arrived, DO NOT just wait. Obtain parental permission and contact the previous school and/or eye specialist for information.

Standard 1.3: The building administrator will request assistance from the State Department of Education, the Kansas State School for the Visually Handicapped and/or the Wichita Regional Library for Visually Impaired and Blind.

The State Department of Education will be able to provide the names of districts/cooperatives that may be able to provide services. The Kansas State School for the Visually Handicapped may be able to provide evaluation and consultation services. The Wichita Regional Library for the Visually Impaired and Blind will assist in providing appropriate adapted materials and equipment. Refer to the National and State Resources (Appendix B) for more information regarding these agencies.

Standard 1.4: After gathering information and requesting assistance, the building administrator will initiate the I.E.P. process in accordance with the State Plan for Special Education (available from the local director of special education).

Some of the significant sections of the State Plan for Special Education include Screening, Evaluation, Placement and Review; Visually Impaired; Least Restrictive Environment; and State Institutions and State Schools.

Standard 1.5: The building administrator will coordinate an inservice activity for all building staff (and other appropriate districtwide staff) regarding the addition of a program for the visually impaired.

The agencies identified in Standard 1.3 may be utilized in developing the inservice activity. The content of the inservice shall include an overview of the education of the visually impaired, a statement of the wide range of abilities and needs of visually impaired students, specific information regarding the visually impaired student(s) to be enrolled, and the educational services to be provided for the child(ren).

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Chapter 2 ADMINISTRATIVE ORGANIZATION AND STRUCTURE

The administrative organization and structure should assure that sound management practices are followed in order to support direct instructional services to the student. So often in a low incidence area, such as blindness, the teacher of the blind and visually impaired is given an additional workload not related to the direct instruction of the student. The expertise of this valuable and dedicated professional teacher is best utilized when the program supports the administration duties and emphasizes that the teachers interact directly with the students. This is especially important in areas of specialized expertise, such as the teaching of braille, handwriting, and typing at an early age level.

Standard 2.1: The program has strong administrative leadership which provides clear direction for the instructional program, communicates closely with personnel regarding all matters, and generally fosters a healthy learning and working climate for students and staff.

The administrator, through training and experience, is knowledgeable about the unique educational needs of blind and visually impaired students and the roles and responsibilities of the personnel being supervised so that the administrator may assist in improving the instruction and services being provided to meet needs of the students.

Standard 2.2: The program has established a written philosophy, purpose and goals.

A variety of expertise within and outside the program is utilized, including other local agencies, state agencies, advocacy groups, and advisory committees. The program has established and implemented a timeline and process for reviewing and updating these written statements.

Standard 2.3: The program provides facilities with exemplary environmental conditions that are conducive to the education of the blind and visually impaired.

Environmental conditions include: lighting; well located and numerous electrical outlets; floor space which is in relationship to the program delivery model (itinerant, resource, self-contained); an environment which is responsive to changes in noise level; and storage space designated in each classroom to be utilized by the visually impaired student.

Standard 2.4: The program provides public relation/informational activities to parents, the general public, and other service providers that are specific to the visually impaired.

Organizational charts are prominently displayed that outline local, state, and national resources. Cross training between and among service providers is conducted. Exemplary activities from the program are shared and exemplary program ideas are solicited from outside programs. The program disseminates information on exemplary activities to the appropriate media sources.

Parents and students are advised of educational, recreational, and social opportunities outside of the program. The teacher of the visually impaired, the classroom teacher, building administrator, and other school personnel are available to community organizations in order to inform the general public about the program and to open opportunities for the student(s) who are visually impaired. The program promotes practices that build positive attitudes toward the visually impaired in the community.

Standard 2.5 The program evaluation is comprehensive and the program assessment is ongoing.

A comprehensive program assessment includes: achievement test data; conducting follow-up studies of graduates; collection of data on satisfaction of parents and students; and state minimum competency test data. Program assessment is conducted on an annual basis with a comprehensive assessment every three years.

Standard 2.6: The program maintains direct and indirect cost data for services to visually impaired students.

Cost data are needed for budget preparation, resource allocations, and general accountability to the public. Cost data should include funding sources. These should be identified as local, state, federal, and federal quota. Indirect costs should include such items as: utilities, maintenance, services and repair, travel, related services, and facilities.

Standard 2.7 The program will optimize the six-hour school day.

Transportation arrangements will be flexible to meet the needs of the visually impaired and will result in the most direct and least time consuming mode.

Standard 2.8: The program will assign all paraprofessionals, working with visually impaired students, to a certified teacher of the visually impaired, who will provide review and direct supervision of the paraprofessional's work, a minimum of three times per week.

It is extremely important that the blind and visually impaired student be able to benefit from the training and expertise of the teacher of the blind and visually impaired. Therefore, at least three times a week, the teacher should work with the paraprofessional and student in an educational setting. This allows the student to benefit from the expertise of the teacher and provides instruction through modeling to the paraprofessional. Additional contacts between the paraprofessional and supervising teacher are encouraged, through such means as the telephone and memos.

Standard 2.9: The program will assign teachers of the visually impaired who are fully endorsed in visually impaired.

The program will maintain a list of colleges/universities that train teachers of the blind and visually impaired. The most highly trained and experienced educators will be sought to staff the educational program.

Standard 2.10: The program provides a planned, coordinated program of staff development for all educational employees.

An effective program of staff development is the result of good planning, thorough needs assessment, and direct involvement by the personnel who participate in the program. The administration must assure that sufficient release time is provided for participation and that sufficient funding is provided. The program may utilize a staff development committee for planning and should follow each activity with an evaluation process for the determination of effectiveness of the program. The program may elect to participate in the Kansas Inservice Program activities of the Kansas State Department of Education for the development and state approval of a local inservice plan.

Since blindness is a low incidence area, opportunities are often not available locally, therefore, opportunities provided at the regional and state levels and at colleges/universities that train teachers of the blind and visually impaired should be utilized. The statewide conference for education of the blind and visually impaired is an excellent example of an activity that is designed to improve instruction for the blind.

Standard 2.11: The program will provide for administrative supervision.

A clear organizational chart will be provided which details who supervises, evaluates, and counsels the teacher of the blind and visually impaired.

Standard 2.12: The program adheres to standards for teacher/student ratios which take into account the age level, academic levels, and other special needs of the students.

The State currently has no regulations which establish the maximum class size/caseload of an educational program for the blind and visually impaired.

In order to establish class size or caseloads of the teacher of the visually impaired and orientation and mobility specialist which are appropriate to provide the instruction and services necessary to meet the unique educational needs of visually impaired students, it is recommended that programs use the following in determining class sizes and case loads:

A. Class Size and Caseload for Teachers of the Blind and Visually Impaired

If additional paraprofessionals are employed as a part of any of the following delivery models, the maximum caseload may be increased by two students.

Administrative Plan	Number of Children	Number of Teachers	Number of Paras	Additional Staff for Students who require Braille, O & M, or with Multiple Handicapping conditions
Self-Contained Primary	6	1		1
Self-Contained Intermediate	6	1		1
Self-Contained Secondary	8	1		1
Self-Contained Elementary (2 or more levels combined)	6	1		1
Self-Contained Secondary (2 or more levels combined)	8	1		1
Self-Contained MH	4	1		1
Self-Contained MH	5-8	1	1	1
Itinerant	1-4	1		
Itinerant	5-8	1	1	
Itinerant	9-15	1	2	1
Resource (at any one time)	1-4	1		
Resource (at any one time)	5-8	1	1	

Consulting Teacher - No more than 1/4 time to be spent with students.

B. Class Size and Caseload for Orientation & Mobility Teachers

Group Size:	Individual
Time Per Day:	Variable: Minimum average of 1 hour per week per student; Maximum average of 1 hour per day per student.
Time Per Week:	Variable: 1-5 times per week.
Caseload Maximum:	12 - Itinerant Model
	18 - Other Models

NOTE: Small group classes of 1-4 students are permitted for the teacher of pre-travel skills such as body concepts and spatial awareness.

C. Class Size and Caseload for Center-Based and Group Infant/Preschool Program

# of Children	# of Teachers	# of Paraprofessionals	Additional Staff for Students that are MH or require pre-Braille Pre-Cane Skills
1-2	1	1	
3-4	1	1	
5-6	1	1	1
Resource			
1-4	1	1	
5-8	1	2	1
Home Based and Individual Programs			
Itinerant			
1-4	1	1	
5-8	1	1	

Standard 2.13: The program provides services to all students with visual impairments or blindness regardless of the type or number of other handicaps.

There are students with other handicapping conditions that affect their learning and programming style. Regardless of the nature of these other conditions, the students need to receive appropriate educational assistance for their vision impairment.

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Chapter 3 STUDENT IDENTIFICATION

Student identification is a system of discovering children with a visual impairment who may benefit from educational assistance of specialists in the area of visual impairment and/or equipment designed for use by persons with partial or total lack of eyesight.

Effective educational programs for the visually impaired must consider carefully its policies and procedures for the identification of students to be served. In addition to the mandated vision screening programs, schools should establish and implement systems that will ensure that each and every visually impaired student is identified for determination of the need for special education and related services. Local identification procedures should include Child Find and other student identification activities as outlined in the State Plan for Special Education, K.A.R. 91-12-40(a) and K.A.R. 91-12-40(b).

Standard 3.1: An effective coordinated vision screening program is provided annually for all students, zero through twenty-one years of age, for the purpose of identifying those with visual impairments.

It is essential that the LEA designate a coordinator(s) for the vision screening program to ensure a consistent, coordinated program. The State Vision Screening Guidelines (distributed by the Kansas Department of Health and Environment) are utilized by the program, specifically regarding the recommended screening tests to be utilized. Program personnel directly involved in the vision screening program should routinely participate in the specific training provided by the State Department of Health. Upon the request of parents, teachers, and other knowledgeable persons, vision screening should be conducted on individual children between scheduled screening sessions. The results of the vision screening program should be submitted to the screening and identification coordinator at the conclusion of each screening session. The vision screening program should include the establishment and maintenance of contacts with various organizations and agencies for purposes of publicity and the possibility of referral of visually impaired students and their families. The results of the vision screening program should be carefully and systematically reviewed, and the program should refer the parents of potentially visually impaired students to an eye specialist for examination of the child. Careful monitoring and follow-up is provided for students referred for examination by an eye specialist and for students for whom glasses and/or treatment are recommended.

Standard 3.2: Within seven calendar days after receipt of the results of the eye specialist's examination, the process of comprehensive evaluation, IEP development, and placement is begun and then completed as rapidly as possible.

Some special instructional materials for use by visually impaired students must be obtained outside the school district (in some cases outside the state). Therefore, it is critical that the procedures for evaluation, IEP development, and educational placement be completed expediently. Regulatory due process procedures shall be addressed too throughout these phases, as they pertain to parent consent to evaluate, parent consent for placement, and the affording of parent rights in the IEP process.

Standard 3.3: Within seven calendar days after the placement decision is made, the initiation of services occurs. If the placement is the State School for the Visually Handicapped, the time for reporting to the assigned classroom may require as many as thirty days due to preparation for the residential setting.

If the services are to be provided by the KSSVH, it is permissible to develop a 30-day IEP for the purpose of evaluation, prior to assignment to a classroom and/or program at the school.

Services at KSSVH require that transportation costs be borne by the LEA, who then applies to the Kansas State Department of Education for reimbursement. As a guide, students who live 45 minutes to an hour traveling time from KSSVH, should be transported daily. Students who live from 1-4 hours travel time from KSSVH should be transported weekly.

Standard 3.4: Students who exhibit sight limitation, yet are not identified as needing special education, occasionally may be observed by a special education specialist in visual impairment.

Although it may be unnecessary for some students to be identified as handicapped and placed in special education programs, careful monitoring of some children might prove profitable if they have extremely mild visual limitations. A vision specialist might be helpful in assuring the success of such a child in a regular classroom by offering suggestions regarding seating or lighting, especially during eye treatment or convalescence. Formal observation of the student in the classroom and in recreational activities will be necessary prior to the formulation of such recommendations.

Standard 3.5: The program annually registers all legally blind students.

The Appendix includes a detailed description of the process for the annual registration of legally blind students which is conducted by each major agency responsible for the education and rehabilitation of blind persons. Each program for the education of visually impaired students should designate a person(s) to coordinate and be responsible for this activity. Key persons responsible for health records (such as school nurses) should be made aware of the purpose and procedures to be followed in the registration of legally blind students. Although the registration itself occurs only one time per year, the system should provide an ongoing process for maintaining and updating the program's roster of legally blind children.

Standard 3.6: The program provides training and consultation for parents of visually impaired children.

For a visually impaired child to progress satisfactorily during the preschool period and during the school-age years, it is important that the parents be knowledgeable and understanding of the implications of the visual loss in their

child. Parents who learn along with their child can be understanding and can provide support through the school years and beyond. All children from birth to school age have much development to achieve physically, mentally and socially. As all know, this early development and its shaping attitudes and habits may follow the individual through his/her entire life-time, despite all that later schooling and experience may do. This is true, many times over, for all handicapped children, but especially for blind and deaf-blind children whose natural way of gaining experience is seriously limited. The purpose of the early training is to supply nature's experience through special training. One of the first results is preparation for entrance into school at the usual age, of course. Thus the child will be ready for participation with sighted peers and ready to respond to early schooling experiences.

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Chapter 4 COMPREHENSIVE STUDENT ASSESSMENT

The purpose of assessment is to insure the student receives the best possible education. Parents, teachers, peers, siblings and others can better work, play and enjoy the student who has a visual impairment if all avenues necessary to their particular interests are available to them. Education is much more than academics. To assist a sibling or a parent in understanding the unlimited activities available rather than the limited activities is the goal. The same is true for teachers.

Standard 4.1: The assessment team includes the following:

- A. Certified teacher of the visually impaired as chairperson and coordinator of evaluation.
- B. The student's teacher(s).
- C. School psychologist.
- D. Certified orientation and mobility instructor when appropriate.
- E. Related services (nurse, social worker, physical therapist, occupational therapist, etc.).
- F. Parent(s) or legal custodian.
- G. Vocational Counselor
- H. Building Administrator

The team, through the teacher of the visually impaired, has the responsibility of promoting the assets of the student and minimizing the deficits. The team's evaluation should center on the positive assets. One major goal is preparing a socially interacting, well-rounded individual. This goal starts with the positive approach of the assessment team. The importance of including the regular class teacher, the building administrator and other personnel on an equal basis on the team is stressed. The incidence of visually impaired students is low; therefore, the team evaluating these students should remain constant to avoid the retraining of personnel and to avoid the possibility of errors due to inexperience in evaluating visually impaired students.

Standard 4.2: The teacher of the visually impaired, school psychologists, and others involved in student assessment have the necessary training, materials and equipment to evaluate cognitive, affective, social and motor abilities of the visually impaired.

Assessment tools for evaluating visually impaired and blind students may differ from the general assessment tools used by the school personnel. In order for the test results to be valid, the personnel need training and/or experience in the administration, scoring and interpretation of these assessments. The assessment team should be familiar with large print, braille and tangible aids and should utilize the following resources for acquiring them: the Kansas State Department of Education (Special Education Administration Section), the Wichita Regional Library for Visually Impaired and Blind, the Kansas State School for the Visually Handicapped, and many LEAs have resources and referral information. Refer to Appendices B and D for further details about those agencies and the assessment of visually impaired students.

Standard 4.3: The assessment team includes the parents or legal custodian and may include an advocate selected by the parents or legal custodian.

The importance of parents being involved in the total education of the child is evident. Equally as important is involving parents in the information gathering and evaluation. The teacher of visually impaired and the social worker have the responsibility to counsel with the parents to assist them in understanding the importance of their participation. Skilled interview techniques will be used by the teacher of visually impaired and/or social worker to acquire information from the parents or legal custodians relative to additional medical history, developmental history, use of vision, and orientation and mobility within the family environment.

Standard 4.4: The assessment begins with a comprehensive evaluation by an ophthalmologist or optometrist and should include:

- A. Near and distant acuity, with and without best possible correction.
- B. Field of vision, including peripheral field.
- C. Primary and secondary etiologies.
- D. Recommendations regarding re-examinations.
- E. Prognosis.

While the ophthalmologist and optometrist were not included on the assessment team, certainly they play a big role in the team's decisions. However, the professional educator has a distinct role to fill and has the expertise and preparation for this, just as the optometrist or ophthalmologist has a particular professional role and expertise. These roles complement each other, but just as the professional educator does not diagnose nor prescribe for eye diseases or problems, neither do other professionals diagnose nor prescribe educational practices.

Standard 4.5 Functional vision assessments are conducted by a certified teacher of the visually impaired.

The Appendix includes a Low Vision Evaluation instrument for use in evaluating functional vision. Because the use of residual vision strengthens and improves the visual awareness, the evaluation of functional vision and the interpretation of the results to parents, teachers and other school personnel is extremely important.

The functional vision assessment will include observation of what the visually impaired student sees functionally in a variety of educational settings and situations. Recommendations should be formulated for modifications required for task assignments, including time requirements, specialized instructional materials and equipment, desired seating, lighting and physical arrangements. These recommendations are to be based on the particular class, subject area and classroom teaching style.

Standard 4.6: Orientation and mobility is evaluated by a certified orientation and mobility instructor when the teacher of visually impaired determines the need for such evaluations through a screening process.

In order to foster independent travel, the expert evaluation by an orientation and mobility instructor is essential. Orientation and mobility instructors provide the

necessary guidance for teachers even though the direct instruction by an orientation and mobility professional may not be required. The teacher of visually impaired will provide pre- and post follow-up information and is responsible for arranging future consultations and/or evaluations by the orientation and mobility instructor. The Appendix includes a sample form for screening a student for orientation and mobility needs.

Standard 4.7: The assessment provides for competent interdisciplinary exchange of information among the teacher of visually impaired, other school personnel such as teachers, nurse, counselors and school psychologists and the eye specialists.

The ongoing exchange of pertinent information and the ongoing assessment is necessary. Providing an avenue for the exchange of information and record coordination is the responsibility of the teacher of visually impaired.

Standard 4.8: The assessment, when appropriate, provides for referral to low vision clinics for visual aids.

The necessity to evaluate, prescribe and possibly experiment with the use of various lens or optical aids is important. Experimentation is often necessary before aids can be prescribed. The teacher of visually impaired is responsible for assisting parents and other school personnel in understanding the need to experiment, the need to observe and record in order to obtain the best possible functional aids and lens. The Appendix includes information regarding the three low vision clinics within Kansas.

Standard 4.9: The assessment team may request evaluations from personnel in other areas such as physical education, music, counseling, and shop.

Developing a well-rounded student who has successful social, academic and aesthetic learning experiences requires professionals in many areas to evaluate the student. The emphasis of such an evaluation must be on the student's abilities. Most students can perform in many areas such as physical education and shop when the emphasis is on what the student can do. Professional educators must understand the importance of the learning experience in the total development of the student. The teacher of visually impaired has the responsibility to assist these professionals in understanding the ability and assets of the student in order to overcome any first impression or bias relating to the visual impairment.

Standard 4.10: The assessment team evaluates all students with visual impairments regardless of other handicapping conditions. Multiple conditions may require additional team members.

Students with visual impairments or blindness may also have other handicapping conditions. The presence of other conditions does not free the assessment team from evaluating the student. Likewise a student whose level of vision is deemed "untestable" because of lack of consistent responses may still need vision consultation. Therefore such students should be assessed by the vision team to determine the nature of the vision needs.

Chapter 5 LEAST RESTRICTIVE ENVIRONMENT

The issue of least restrictive environment continues to be debated, particularly, in the low incidence areas of blindness and deafness.

As mentioned earlier, blind and visually impaired students have had the opportunity to participate in a continuum of services for over 85 years. Blind and visually impaired students have benefited from strong local education programs, as well as from a strong center school, the Kansas State School for the Visually Handicapped. When PL 94-142 attempted to put this concept of least restrictive environment into regulation, many educators have assumed that center schools, such as the Kansas State School for the Visually Handicapped, are automatically the most restrictive environment. A particular type of program alone cannot be identified as "the least restrictive environment" program. An analysis of the needs and strengths of an individual child, in conjunction with the characteristics or offerings of a program, can result in determining how restrictive a program might be for that child. Least restrictive environment is not a place; it is a principle to be applied in making educational placement determinations.

It is hoped that these guidelines will reinforce the educational practice that has been successful over the years of cooperative planning and sharing of resources, which lead to independent and productive blind citizens of Kansas.

Strict implementation of the LRE principle may lead to frequent changes in a child's educational placement, modification of specific programming, and recommendations for short-term placements (six weeks, one semester, etc.). In addition, once the student is placed in the educational environment of the Kansas State School for the Visually Handicapped, a dual enrollment with the local school district is not only possible, but has been successfully implemented for a number of years. For example, as an evaluation to determine if the student is ready to move back into a local setting, the student enrolls in the public school program in the morning and at the Kansas State School for the Visually Handicapped in the afternoon.

Standard 5.1: The program uses the process of planning an Individualized Education Programs (IEP) for each visually impaired child as an opportunity to assure that the least restrictive environment for that child, consistent with the goals of his/her I.E.P., is being realized.

The periodic review of each visually impaired child's immediate and longer-term educational needs and goals affords an excellent opportunity to review the appropriateness of the total placement picture for the child. As needs and capacities change from time to time, so too does the concept of "least restrictive environment" for a given child. The primary direction of the planning process should begin with the I.E.P., and proceed from there to a consideration of the appropriateness of the educational environment provided for the child. The educational environment in which a child happens to be placed should never be the primary determinant of the child's educational needs and goals. The principle is that the program be willing to consider modifying the child's environment so as to better meet the child's educational needs. It should not recommend educational goals which are primarily determined by the current environment in which a given child happens to be placed.

Standard 5.2: The program regularly reviews the placement of each visually impaired child to assure that the child is placed in the least restrictive environment consistent with the achievement of his/her educational goals.

Decisions once made concerning the placement of a visually impaired child in a special environment must be reviewed on a regular basis. Such decisions must include the entire range of capacities and limitations of the child, and not the extent of visual impairment alone. Change in the level of visual functioning is by no means the only, nor the most important, factor in determining which of the available environments is least restrictive and affords the maximum possibility for educational achievement. The choice of environment must be regularly reviewed so that it can be modified as the educational needs of the child change.

Standard 5.3: The program offers to each visually impaired child a continuum of services of sufficient scope and variety to assure the availability of alternative techniques without first requiring him/her to experience either unnecessary failure or unnecessary restriction of educational opportunity.

There are two types of errors that can be made in designing an educational program for a visually impaired child. One error is to assume that the child requires no special service or support unless a demonstrated failure to profit from standard educational practice is documented. This error mandates failure and is clearly wrong. The second error is to provide the maximum range of accommodation and special support for every visually impaired child, irrespective of his/her specific need. Such practice diminishes the scope of regular educational experiences. The middle ground is available, and is the preferred course: the needs of the individual child who is visually impaired should guide the selection of components of an educational program, in such a way that unnecessary restriction and unnecessary failure are both avoided. This middle ground is not difficult to achieve.

Standard 5.4: The program uses the residential school as an educational partner and a consultative resource in comprehensive evaluation, planning, placement, and review of the programs of visually impaired children, with the goal of achieving the least restrictive environment for each child's education.

The role of the residential school is far more valuable than to serve merely as a repository for those visually impaired children who cannot benefit from educational programs available in their local school districts. The expertise of the residential school must be blended with the expertise of personnel in the local schools to determine the least restrictive environment appropriate for each visually impaired child's education. A program which fails to utilize this expertise as a consultative resource is one which does not bring to bear the best knowledge and experience in program design and planning.

Standard 5.5: The program includes regular education teachers and special education personnel in a consultative partnership in order to achieve the least restrictive environment for the education of each visually impaired child.

It should not be forgotten that expertise lies not only with special education personnel, but with regular education teachers as well. The key to effective problem solving is to make the most effective use of both areas of expertise. The regular education teacher must appreciate his/her own expertise as it applies to the education of visually impaired children as well as other children. The visually impaired child is not dramatically different from other children, except in the matter of visual ability. The expertise of special education personnel supplements, and does not replace, the expertise of the regular education teacher. The key to a successful educational experience is a partnership between these two areas of expertise, in which the true beneficiary is the visually impaired child.

Standard 5.6: The program provides evaluation and referral services to preschool visually impaired children and their parents, with no lower age limit, in order to assure that each such child will achieve school readiness along with his/her age peers, so that later placement may be made in the least restrictive environment appropriate to achieving the child's educational goals.

From birth to school age, all children have much development to achieve, in physical, mental, and social areas. This early development often sets life patterns which are difficult or impossible to modify through later experience or education. This is especially true for the visually impaired child, whose principal means of assimilating life experience is by definition dramatically reduced. The purpose of early training for such children is to supplement the limited natural modalities, or to compensate for the absence of adequate visual stimulation. An immediate benefit of such training is to achieve school readiness for the visually impaired child at the same age as his/her peers. An indirect, but equally important, benefit is the growth of positive attitudes and understanding by parents, which will serve as a long-range asset to the visually impaired child.

Children identified as visually impaired in infancy or early childhood should be referred to the local school district's special education center for the evaluation and I.E.P. process. The services provided should include referral to appropriate other resources, including:

- 1) consultation with national, state, and local experts in infancy and early childhood development of visually impaired children;
- 2) utilization of resources outside the field of education, such as from the State Department of Health and Environment or the State Department of Social and Rehabilitation Services;
- 3) association with other parents of visually impaired children;
- 4) attendance of child and parents at instructional centers for handicapped or regular nursery programs, the staff of which have received consultation from teachers of the visually impaired;
- 5) consultation and training from vision teachers;
- 6) interested blind citizens active in advocacy organizations;
- 7) other.

Chapter 6 ACADEMIC AND SPECIAL CURRICULAR AREAS

Educational programs for visually impaired students need to provide the same curriculum that is provided for nonexceptional children. In addition, they must provide some special curricular content that is unique to meet the needs of this special group of students, such as braille, orientation and mobility, typing in the early grades, and the use of special technological aids developed for the use by visually impaired persons. In addition to the special curricular content, some instruction of visually impaired students must be provided through special techniques and methods.

Standard 6.1: The program provides the development of daily living skills for the visually impaired that are equal to all children with the exception of needed modifications.

Sighted children learn daily living skills from observation starting at an early age. Parents of visually impaired often are not aware of the importance of these skills or are reluctant to teach the skills because of lack of training. The daily living skills are very necessary if the student is to function independently at home, at school, and later as adults. The visually impaired often are not expected to be independent which results in the early living skills being below those of sighted children. It is important to work closely with the parents and significant others as early as possible so that these skills can be learned and used on a regular basis. Visually impaired students need to be taught skills using specialized or adapted skills and equipment depending on their level of visual functioning. The students need to be able to make simple adaptations in order to function independently and with comfort in a variety of settings and situations. The following areas should be considered in the area of daily living skills:

Personal hygiene
Dressing skills
Clothing care
Housekeeping
Food preparation
Eating skills

Money
Social communications
Telephone skills
Written communications
Time
Organizational skills

Standard 6.2: The program provides counseling to help the visually impaired student to accept the visual impairment in order that he can get along in the sighted world.

School counselors and specialists in the education of the visually impaired need to be aware that visual loss has certain psychological and social implications. Much has been written about blindness and the related concomitant losses. School staff should have access to these materials and need special competencies in counseling and relating with students regarding understanding, accepting, and adjusting with blindness. The program should also have a plan for providing for psychological and/or psychiatric counseling for those students who might profit from such services. The visually impaired student needs to understand his impairment, how to deal with the impairment, and how others deal with his impairment. Visually Impaired Children - Special Compensatory Curriculum, published by the Kansas Association of the Blind and Visually Impaired, states,

"Understanding of the handicap, ability to endure its frustrations without losing self-confidence, and the grace to accept triumph over it without self glorification, shall be cultivated throughout the educational process."

Standard 6.3: The program provides for counseling for the development of high self-esteem.

Many facets of a quality school program for visually impaired students directly or indirectly impact upon the level of self-esteem that the students may possess. Specific direct services for a student or some special programming may be required to promote the sense of "feeling good about oneself." The school counselor needs to be aware of the visually impaired student who may have access to the counseling services provided for all students. The counselor should be aware of the unique counseling methods and techniques for use with handicapped students. It is very important that the visually impaired student have a positive attitude about himself.

Standard 6.4: The program provides counseling in order that the student develop an understanding of his eye condition, visual limitations, and alternative techniques.

At the earliest age that a child can begin to understand his eye condition and its implications, he should be provided with such information. This generally is not accomplished in one attempt nor at one particular age/developmental level. The student should be allowed and even encouraged to ask questions about his visual loss, to answer questions about information provided, and to express in his own words an explanation of the condition and loss, as well as his feelings about it. Medical personnel such as nurses and physicians may be involved in this aspect of programming for visually impaired students.

Standard 6.5: The program provides individual genetic counseling to visually impaired students and their families.

Some eye conditions and diseases have genetic implications. School staff should be aware of those that do and students' eye records need to be reviewed with this thought in mind. The most current genetic information regarding a given eye condition or disease should be made available to staff who, in turn, should inform the students and their families regarding such. When appropriate, genetic counseling should be incorporated into the marriage/sex/family counseling provided for the students. Specific staff responsibility for this counseling needs to be determined by the program administration.

Standard 6.6: The program provides instruction in neat and accurate typing skills as soon as the student reaches the required physical maturity in order that he can better function with sighted peers. The program provides for instruction in the appropriate mode or combinations of modes (large print, braille, recordings) which will allow the student the best learning possible.

Instruction in typing should be provided at an early age for the visually impaired student. This skill is needed at an early age because of the need to utilize typing for basic communication. Generally, about the third grade level, the student should be considered for readiness for beginning typing. In addition to the standard typing textbooks being available in large print and braille, special instructional programs have been developed for instructing blind children to type. Having this skill at an early age is extremely important for preparing school work for submittal to teachers who are not proficient in braille.

Standard 6.7: The program provides instruction in personal survival areas such as tactile discrimination, note-taking, message-taking, and recording information for use at a later time.

Skills related to note-taking, message-taking, and any means of recording information for use at a later time are generally considered to be personal survival skills. Naturally, they are skills needed for school work, but they also have application for daily tasks and for use in the home and other living environments such as labeling clothing to enable the child to independently coordinate his wardrobe. The child should be taught to label or to tactually identify clothing. These skills can be taught at the early elementary level and the learning of them can be fun.

Standard 6.8: The program provides instruction to the braille user to enable him to produce numerals and letters and his personal signature.

Although a student may be a very good reader and be very proficient in reading and writing braille, he still has the need to know and to be able to use print or script numerals, letters, and to write his personal signature. These skills are particularly needed for the writing of checks and other matters related to personal finances. Special materials and guides have been developed for instruction and use in these areas.

Standard 6.9: The program provides for instruction in the use of and access to electronic communication devices.

There are unique problems in the reading and writing of materials for the visually impaired. Communication is very important to an individual becoming independent. Depending on the visual functioning level of the student, special instruction in braille, large print, and/or regular print reading techniques may be necessary. Use of a braille writer, slate and stylus, pen and pencil, or typewriter will need to be taught early in the student's education program. The visually impaired student must be able to communicate with sighted and visually impaired individuals. The special instruction provided in this area includes the maintenance and proper care of the equipment.

Standard 6.10: The program provides instruction in body image and directional concepts to each student.

For purposes of general awareness and for being comfortable in and relating to one's environment, specific instruction is required for the visually impaired student. Specific body parts and their relationship to each other are prerequi-

sites to instruction in orientation and mobility. Naturally, they are important for such school activities as physical education, etc. Basic concepts must be taught in a structured and sequential manner. The Boehm Test of Basic Concepts (adapted by APH) is one example of a tool very effective in evaluating the child's knowledge and understanding of a great many basic concepts. The teaching of directionality can be started in the classroom and by parents. It becomes a very important component of the child's program in orientation and mobility.

Standard 6.11: The program provides instruction in mobility techniques that will facilitate independent travel for the student with poor travel vision.

Gaining independent travel skills by a visually impaired student is not a simple process. A number of persons can become involved (teachers, parents, siblings, etc.); but the critical teaching in this area must be done by a trained specialist. In addition, the training must follow a prescribed, sequential program of knowledge and skills. Mobility is a long course and many times becomes very complex. The student's own personal needs and ambitions are important, as well as his motivation (which can be developed and stimulated).

Standard 6.12: The program provides for instruction in the use of electronic sensory devices for those appropriate to use these devices.

The availability to understand, interact with, and move within one's physical/spatial environment is an important skill for the visually impaired. Good mobility skills and general independence enhances the esteem of the visually impaired student with his sighted peers. Parents, teachers of the visually impaired, and other school staff can provide instruction in pre-cane skills and basic concepts. In addition, such individuals can be effective in providing reinforcement of skills taught and the integration of these skills in other areas. While a visual impairment may affect opportunities for some activity or movement, the visually impaired student must understand the physical environment. He must develop the ability to travel within the school and community in order to develop independence. It is important for reasons of safety and liability that the person providing instruction in orientation and mobility be a qualified orientation and mobility specialist.

Standard 6.13: The program will provide assistance in acceptable social skills for the visually impaired that are equal to social skills of a sighted student.

The development of social skills is essential for a visually impaired student to function independently in vocational and interpersonal relationships.

Standard 6.14: The program provides early pre-vocational and vocational rehabilitation services to visually impaired students.

Early assessment of pre-vocational skills and remedial training are basic to successful transitioning. Consultation with the vocational rehabilitation counselor from the Division of Services for the Blind will assist in focusing on basic pre-vocational skills.

Standard 6.15: The program accepts the responsibility to coordinate the planning with the family, the visually impaired student, and the vocational rehabilitation counselor of the Division of Services for the Blind (DSB) for early intervention into the I.E.P.

Referral to the vocational rehabilitation counselor should be made at age 16 or the beginning of the student's junior year. The district's vocational rehabilitation counselor can be contacted by referring to Addendum B. Successful transitioning into the world of work can be accomplished through early intervention in the I.E.P. This early intervention includes I.E.P. goals of completion of task, staying on task, following instructions, and other work attitudes and skills. Early attention to these skills will increase the visually impaired student's opportunity for employability, which is essential for visually impaired students.

Standard 6.16: The program encourages extracurricular participation in formal and informal activities.

It is important to improve a student's social skills and understanding of the world around him. This participation will encourage the development of leadership skills and acceptance by their peers. Participation will encourage effective use of leisure time, both in community and extracurricular activities.

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Chapter 7 SPECIAL INSTRUCTIONAL MATERIALS

In any given group of visually impaired students served by an educational program, there is a very wide range in the ability of the students to see. It is not unusual for a teacher's caseload to range from a very minimal visual loss to total blindness. In addition to special editions (braille, large print, recorded) of the standard textbook series, there are many instructional materials and aids which have been specially designed and developed for use by visually impaired students. Many commercially produced instructional materials have been adapted for use by visually impaired learners. The importance of advanced planning, the need to be familiar with all sources of such instructional materials and aids and ordering at the earliest possible date, cannot be emphasized too much.

Standard 7.1: The program accepts the responsibility to exhaust all possibilities to provide the special materials needed for the visually impaired student.

Visually impaired students whose only handicap is impaired vision can succeed in the classroom setting if they have at their disposal the specialized materials that make it possible for them to enter into and become an integral part of the normal educational process.

Standard 7.2: The program staff is knowledgeable of the annual national registration of legally blind students enrolled in an educational program below college grade, and federal quota funds which are available because of the registration, as well as the method in which materials can be obtained from the quota.

A direct Congressional appropriation is made to the American Printing House for the Blind in Louisville, Kentucky based on the number of legally blind students registered each year. In Kansas this support system is administered by the Kansas State Department of Education for the public and private school students, and the Kansas State School for the Visually Handicapped for the residential students. Refer to the Appendix of these Guidelines for more details regarding the American Printing House for the Blind.

Standard 7.3: The program provides adapted tangible apparatus such as braillewriters, book racks, tape recorders, magnification and prosthetic devices by requesting them on loan from specialized resource centers as early in advance of their needed use as possible.

Through the federal quota system, these items are secured for the legally blind. They can be used by the student until the individual leaves the program, at which time they are added to the specialized resource centers to be circulated among all visually impaired students within the State.

Standard 7.4: The program provides textbooks in the appropriate medium; i.e., large print, braille, and/or tape for each visually impaired student by requesting them on loan from specialized resource centers as early in advance of their needed use as possible.

Through the clearinghouse of large print, braille and taped textbook titles, it is possible to know of those books which are produced nationwide by groups working for the visually impaired in the educational field. Because of this cooperative network, most of the textbook needs for each year's classes can be met on a loan basis.

Standard 7.5: The program provides library books and enrichment materials in the appropriate medium by requesting them on loan from specialized resource centers as early in advance of their needed use as possible.

The visually impaired student, just as other students, will need books and materials other than textbooks. Whether it be for pleasure reading or the extension of classroom learning through supplementary research projects, the teacher should anticipate the acquisition of these materials to the time element will not deprive the student of this aspect of education. Sources for these are listed in the National and State Resources section of these Guidelines.

Standard 7.6: The program staff is knowledgeable of the location of resources to assist in securing services which may be needed on a short-term basis without advance notice.

In the day-to-day educational process, needs arise which must be met immediately; i.e., the enlarging of classroom materials, the braille and thermoforming of classroom materials, the reference/research sources for professionals and parents, sources of technological expertise and other related services. The professional must have this supplemental information available.

Standard 7.7: The program is provided with sufficient budgetary support to purchase necessary items which are neither available from the federal quota allotment, nor which cannot be secured on loan from specialized resource centers.

Even though the federal and state sources provide a great amount of fiscal support, it is still imperative for the local district/cooperative/institution to accept the responsibility of monetarily undergirding the program for the visually impaired.

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Chapter 8 RESEARCH

Research is no longer a responsibility solely delegated to institutions of higher education. Elementary and secondary school programs have accepted an active role in research for accountability purposes as well as an opportunity to generate data useful for program improvement and development of new educational aids.

In 1975, the American Foundation for the Blind published a competency-based curriculum for teachers of the visually impaired. This was an effort "to decide what distinctive teacher competencies over and above those required to teach the sighted are necessary to teach the visually handicapped child successfully." One of the twelve general competencies of a teacher of the visually impaired specified that the "teacher will demonstrate knowledge of and opportunity for research with visually handicapped learners." The curriculum document specifies that proficiency in research is demonstrated when the teacher can "1) provide evidence of basic language and research skills, 2) critique and research literature, 3) give evidence of ability to make recommendations for applying research findings to practice, 4) select information on a given assignment and gather information for that assignment, and 5) outline two studies for research in instruction and/or technology."

The qualitative program standards outlined in this chapter on Research should prove challenging to a program for the visually impaired, since many programs will be led to define for themselves a relatively new role.

Standard 8.1: The program provides for a formal system of dissemination of state-of-the-art research to appropriate administrators, teachers, and other staff that serve the visually impaired student population.

New knowledge that results from educational research activities is useless and meaningless until the practitioner becomes aware of it and has the opportunity to apply it to his/her program. There are many sophisticated electronic networks for disseminating research results to special educators at all levels. In addition, libraries contain collections of professional literature, and many professional associations publish journals and/or newsletters that are utilized for the dissemination of the findings of current research. Programs for the education of the visually impaired should develop and implement a formal system of communicating this wealth of new knowledge related to the education of the blind. Specific activities related to this standard might include membership in professional organizations, subscriptions to publications that give emphasis to research, and the opportunity to attend conferences where research projects are presented. Staff may be designated to review articles and report on them at staff meetings, and hard copies may be made available through duplication or purchase.

Standard 8.2: The program cooperates with and participates in evaluation projects (related to the field of blindness) conducted by other agencies, associations, and individuals.

This standard moves beyond the realm of actually conducting research and the realm of utilizing the results of research. Cooperating with others doing related research, directly or indirectly, broadens and enriches the base of knowledge available to teachers and administrators in programs for the visually impaired. Research efforts of teacher training programs, doctoral students, and such agencies as the American Printing House for the Blind and the American Foundation for the Blind are greatly dependent upon residential and day programs for the blind as cooperating sites in the completion of such studies. Support of and participation in research efforts conducted by allied fields such as rehabilitation and medicine are greatly encouraged. All planning related to educational research in the field of blindness should likewise give consideration to inclusion of any appropriate allied fields and disciplines.

Standard 8.3: The program promotes research by providing staff and other appropriate parties with staff development opportunities which will enhance a commitment to research, as well as the development of the skills necessary for the effective planning and conducting of research.

Staff who have responsibilities related to research activities of the program need to be provided opportunities for learning new knowledge and skills related to their specific responsibilities within the research program. Accepted models of research design and techniques have been identified and developed, and specific principles and procedures exist for the planning and executing of research activities. Opportunities to become and remain current in this field are important for any researcher to be effective and productive.

Standard 8.4: The program has developed a long-range plan for conducting local research which is closely coordinated with research efforts conducted by the general education programs and other special education categorical areas; this plan addresses the results of a formalized needs assessment related to research in the field of visual impairment.

The program should consider the establishment of a research committee which has broad-based representation and whose primary purpose is the development of a plan for research activities. If similar committees exist in other areas of the school administrative unit, overall coordination and communication among the committees might provide professional stimulation and support as well as a structure for some common activities such as needs assessments. Planning should include both long-range goals, short-range objectives, and specific activities. In addition, the plan should provide for an evaluation component for determining progress toward the goals and actual completion of the research projects. The long-range plan for research might only specify the general areas to be researched and the timelines for completion of these studies. As each individual project is structured, decisions will be made regarding the purposes and objectives, who the evaluators will be, how the data will be collected, procedure for analysis of data, and dissemination of the results of the study.

Standard 8.5: The purposes of the research efforts of the program include (in addition to the characterization of the program and services) the assessment of the effectiveness of the program, and the development of new or adaptive techniques, aids or other tangible apparatus.

The collection and presentation of data that merely characterizes the program is important, but it is not an advanced level of program evaluation. Each research project may have only one purpose, but this would be unusual. In establishing the purposes in the long-range plan for research, it is critical that the planners give emphasis to other reasons for conducting research. These may include, but not be limited to, general program accountability, the development of new or adapted instructional methods and techniques, and the evaluation or designing of specific aids or other tangible apparatus.

Standard 8.6: The responsibility of conducting local research activities is shared by administrators and teachers, with participation from students, parents, the governing board, and the local advisory council for special education; one individual is designated to have general responsibility for the research function of the program and to coordinate all research efforts related to the education of the blind.

Research must be a cooperative effort, and it must be designed to serve the needs of a variety of audiences. Because of the need to have complete and accurate data regarding the issue or topic being researched, various sources of data will be tapped. Careful planning must precede the actual implementation of each research project, and effective coordination and communications must be provided at each stage. If specific responsibilities are delineated and assigned appropriately, all persons and groups will greatly benefit directly and indirectly from the research process itself as well as the final results of each project. At critical stages of the project, the coordinating person must implement a process for determining progress toward the goals of the project.

Standard 8.7: The program allocates human and financial resources for the collection and analysis of all pertinent research findings (regional, state, national), for consideration and application within the program, and for future program planning efforts.

Funding and allocation of needed manpower must be considerations for an important activity such as research. Any progressive special education program will consider continued support as being basic to the pursuit of any major goal as well as to any specific activity. Key individuals in the process of budget preparation for the program must be made aware of the consequences of not following the trends of the data resulting from research in this field. Indirect benefits such as possible cost containment and cost efficiency are additional motivational factors for committing resources to the activity of research.

Standard 8.8: The program provides consulting services and other needed support for the administrators and teachers who plan and conduct research as well as for those who utilize the results of the research activities.

Because research has only recently been accepted by teachers and school administrators as a logical role and responsibility for them, it cannot be expected that all such staff will be equally competent in educating and researching. Making consultation readily available is one of the best means for assuring the success of the research efforts and for assuring high quality and relevant outcomes of the program. This needed consultation should be available not only for the stage of actually conducting the research, but also for the planning phases, the analysis of the data, and the reporting and dissemination phases of the research projects. Consultation may also be needed for those who are involved in the development stage, the application of the results of research projects.

Standard 8.9: Research efforts of the program are enhanced and supported by the most current technology and are linked to appropriate data management and retrieval systems and networks.

Many of the most significant advances made in recent years in special education are related to technology, specifically computer data bases for storing and

retrieving information. Linkage with these established systems and networks will be most helpful to facilitating quick and easy accessing of completed and ongoing research projects. The Educational Resources Information Center (ERIC) System is a valuable source of information for educational researchers. Selected research reports and literature on education are catalogued, indexed, and abstracted. Most items included in the system are available on microfilm. Access to computerized systems of data management should also prove beneficial to those implementing the long-range plan for local research.

Standard 8.10: The program collects demographic data about its services, the students and the community.

Descriptive data which characterize the program for the visually impaired are basic to general accountability and efforts to improve the program. These data, at a minimum, might include such factors as specific student data (age, gender, ethnic origin, visual acuity, prognosis, level of instruction, eye etiology, etc.), resulting in a caseload profile for each teacher as well as for the total visually impaired population being served by the program. A profile of the program is useful and should include types and amounts of staff providing direct and indirect services to students; this information should also include any services which can be made available but are not currently being provided. The student data should include information related to additional handicapping conditions among the students, both suspected and diagnosed. An analysis shall be made of the percentage of the total school enrollment that has been identified as visually impaired, and this information should be compared with state and national prevalence figures for visual impairment. Parent involvement needs to be carefully described as well as the relationship of the program to other agencies, associations, and individuals that might impact the program. Teachers and administrators should perform an analysis of time spent in each of the various teaching and administrative activities (assessment, IEP planning, budgeting, supervision, staff evaluation, etc.).

Standard 8.11: The program, on a scheduled basis, develops and disseminates a summary report of pertinent data resulting from local program research efforts.

Cooperative sharing of data between and among programs and agencies is essential. Just as it is important for one program to be aware of ongoing research efforts of other programs, and to have access to data resulting from completed research, so is it important for that program to feed into that same bank of knowledge. In addition to the preparation and dissemination of research summaries, program staff should be encouraged to submit articles for publication in professional journals, appear on conference programs, etc., as additional means of dissemination and diffusion. A strong philosophy undergirding a research plan will include a strong commitment to development, the next logical step beyond research, that of putting the research findings into practice.

HLH/SEDB/7

Chapter 9 EXTRACURRICULAR, LEISURE, AND NON-ACADEMIC ORGANIZATION & STRUCTURE

Parsons (1986) states, "Lowenfeld (1973) identified the effects of loss of vision on cognitive function in terms of three major limitations: 1) range and variety of experiences, 2) ability to get about, and 3) interactions with the environment. Ungerer (1981) considered play as an easily implemented assessment procedure applicable to the evaluation of children whose impairments might negate the validity or results obtained from conventional instruments." It is also strongly suggested that the high unemployment rate among visually impaired graduates, is not solely attributable to a lack of academic skills, but to the lack of non-academic skills such as socialization, ability to work with peers, and job seeking skills. If a blind child is socially isolated and is not an active participant, then the academic information gained is useless, just as it would be useless to a sighted person.

Standard 9.1: The program provides written standards for the inclusion of blind and visually impaired students into extracurricular, leisure, and non-academic activities.

These written standards should be discussed at least annually at the IEP meeting, as they provide an excellent opportunity to determine if the student's social interests are average, below average, or above average as compared with other sighted students.

Standard 9.2: The program provides the opportunity and the additional assistance/accommodation required for blind and visually impaired students to participate in extracurricular programs with and/or versus sighted students.

At times, it will be necessary to meet with the adult leaders of extracurricular activities in order to determine how the student can be accommodated. Special materials, such as rules in braille or audible services, may be provided as needed.

Standard 9.3: The program provides the opportunity for the blind and visually impaired student to participate in community service.

The blind or visually impaired student can develop healthy self-concepts by completing service projects for others. If the school has a program, the student should be included. If the school does not have a service program, the student should be referred to other community agencies that utilize volunteers.

SELF-REVIEW FORM AND PROGRAM IMPROVEMENT PLAN

**Beyond the Mandates
— to Program
Excellence!**



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

An Equal Employment/Educational Opportunity Agency

FIELD TEST COPY

PROGRAM FOR THE BLIND AND VISUALLY IMPAIRED

PROGRAM SELF-REVIEW FORM

Name of Program _____

DIRECTIONS: Indicate how effectively the program is meeting each of the following qualitative program standards. Utilize the following codes:

N/A = Not Applicable
1 = Ineffective
2 = Somewhat Effective

3 = Effective
4 = Very Effective
5 = Exceeds the Standards

AREA 1: STARTING A PROGRAM	Rating					
	N/A	1	2	3	4	5
1.1: The building administrator will contact the teacher of visually impaired that is responsible for the district.						
1.2: The building administrator will gather information about the student's visual impairment.						
1.3: The building administrator will request assistance from the State Department of Education, the Kansas State School for the Visually Handicapped and/or the Wichita Regional Library for Visually Impaired and Blind.						
1.4: After gathering information and requesting assistance, the building administrator will initiate the I.E.P. process in accordance with the <u>State Plan for Special Education</u> (available from the local director of special education).						
1.5: The building administrator will coordinate an inservice activity for all building staff (and other appropriate districtwide staff) regarding the addition of a program for the visually impaired.						

Comments: _____

AREA 2: ADMINISTRATIVE ORGANIZATION AND
STRUCTURE

Rating

	N/A	1	2	3	4	5
2.1: The program has strong administrative leadership which provides clear direction for the instructional program, communicates closely with personnel regarding all matters, and generally fosters a healthy learning and working climate for students and staff.						
2.2: The program has established a written philosophy, purpose and goals.						
2.3: The program provides facilities with exemplary environmental conditions that are conducive to the education of the blind and visually impaired.						
2.4: The program provides public relation/informational activities to parents, the general public, and other service providers that are specific to the visually impaired.						
2.5: The program evaluation is comprehensive and the program assessment is ongoing.						
2.6: The program maintains direct and indirect cost data for services to visually impaired students.						
2.7: The program will optimize the six-hour school day.						
2.8: The program will assign all paraprofessionals, working with visually impaired students, to a certified teacher of the visually impaired, who will provide daily review and direct supervision of the paraprofessional's work, a minimum of three times per week.						
2.9: The program will assign teachers of the visually impaired who are fully endorsed in visually impaired.						
2.10: The program provides a planned, coordinated program of staff development for all educational employees.						
2.11: The program will provide for administrative supervision.						

AREA 2: ADMINISTRATIVE ORGANIZATION
AND STRUCTURE (continued)

	Rating					
	N/A	1	2	3	4	5
2.12: The program provides written standards for teacher/student ratios which take into account the age level, academic levels, and other special needs. These ratios shall be numerical and shall be reviewed annually.						
2.13: The program provides services to all the students with visual impairment or blindness regardless of the type or number of other handicaps.						

Comments: _____

HH/SEAG/9

AREA 3: STUDENT IDENTIFICATION	Rating					
	N/A	1	2	3	4	5
3.1: An effective coordinated vision screening program is provided annually for all students, zero through twenty-one years of age, for the purpose of identifying those with visual impairments.						
3.2: Within seven calendar days after receipt of the results of the eye specialist's examination, the process of comprehensive evaluation, IEP development, and placement is begun and then completed as rapidly as possible.						
3.3: Within seven calendar days after the placement decision is made, the initiation of services occurs. If the placement is the State School for the Visually Handicapped, the time for reporting to the assigned classroom may require as many as thirty days due to preparation for the residential setting.						
3.4: Students who exhibit sight limitation, yet are not identified as needing special education, occasionally may be observed by a special education specialist in visual impairment.						
3.5: The program annually registers all legally blind students.						
3.6: The program provides training and consultation for parents of visually impaired children.						

Comments: _____

HH/SEAG/9

AREA 4: COMPREHENSIVE STUDENT
ASSESSMENT

Rating

	N/A	1	2	3	4	5
4.1: The assessment team includes the following:						
A. Certified teacher of the visually impaired as chairperson and coordinator of evaluation.						
B. The student's teacher(s).						
C. School psychologist.						
D. Certified orientation and mobility instructor when appropriate.						
E. Related services (nurse, social worker, physical therapist, occupational therapist, etc.)						
F. Parent(s) or legal custodian.						
G. Vocational Counselor						
H. Building Administrator						
4.2: The teacher of the visually impaired, school psychologists, and others involved in student assessment have the necessary training, materials and equipment to evaluate cognitive, affective, social and motor abilities of the visually impaired.						
4.3: The assessment team include the parents or legal custodian and may includes an advocate selected by the parents or legal custodian.						
4.4: The assessment begins with a comprehensive evaluation by an ophthalmologist or optometrist and should include:						
A. Near and distant acuity, with and without best possible correction.						
B. Field of vision, including peripheral field.						
C. Primary and secondary etiologies.						
D. Recommendations regarding re-examinations.						
E. Prognosis.						
4.5: Functional vision assessments are conducted by a certified teacher of the visually impaired.						
4.6: Orientation and mobility is evaluated by a certified orientation and mobility instructor when the teacher of visually impaired determines the need for such evaluations through a screening process.						

AREA 4: COMPREHENSIVE STUDENT
ASSESSMENT (continued)

Rating

	N/A	1	2	3	4	5
4.7: The assessment provides for competent interdisciplinary exchange of information among the teacher of visually impaired, other school personnel such as teachers, nurse, counselors and school psychologists and the eye specialists.						
4.8: The assessment, when appropriate, provides for referral to low vision clinics for visual aids.						
4.9: The assessment team may request evaluations from personnel in other areas such as physical education, music, counseling, and shop.						
4.10: The assessment team evaluates all students with visual impairments regardless of other handicapping conditions. Multiple conditions may require additional team members.						

Comments: _____

HH/SEAG/9

Rating

Comments: _____

AREA 6: ACADEMIC AND SPECIAL CURRICULAR
AREAS

AREA 6: ACADEMIC AND SPECIAL CURRICULAR AREAS	Rating					
	N/A	1	2	3	4	5
6.1: The program provides the development of daily living skills for the visually impaired that are equal to all children with the exception of needed modifications.						
6.2: The program provides counseling to help the visually impaired student to accept the visual impairment in order that he can get along in the sighted world.						
6.3: The program provides for counseling for the development of high self-esteem.						
6.4: The program provides counseling in order that the student develop an understanding of his eye condition, visual limitations, and alternative techniques.						
6.5: The program provides individual genetic counseling to visually impaired students and their families.						
6.6: The program provides instruction in neat and accurate typing skills as soon as the student reaches the required physical maturity in order that he can better function with sighted peers. The program provides for instruction in the appropriate mode or combinations of modes (large print, braille, recordings) which will allow the student the best learning possible.						
6.7: The program provides instruction in personal survival areas such as tactile discrimination, note-taking, message-taking, and recording information for use at a later time.						
6.8: The program provides instruction to the braille user to enable him to produce numerals and letters and his personal signature.						
6.9: The program provides for instruction in the use of and access to electronic communication devices.						
6.10: The program provides instruction in body image and directional concepts to each student.						

AREA 6: ACADEMIC AND SPECIAL CURRICULAR
AREAS (continued)

Rating

	N/A	1	2	3	4	5
6.11: The program provides instruction in mobility techniques that will facilitate independent travel for the student with poor travel vision.						
6.12: The program provides for instruction in the use of electronic sensory devices for those appropriate to use these devices.						
6.13: The program will provide assistance in acceptable social skills for the visually impaired that are equal to social skills of a sighted student.						
6.14: The program provides early pre-vocational and vocational rehabilitation services to visually impaired students.						
6.15: The program accepts the responsibility to coordinate the planning with the family, the visually impaired student, and the vocational rehabilitation counselor of the Division of Services for the Blind (DSB) for early intervention into the I.E.P.						
6.16: The program encourages extracurricular participation in formal and informal activities.						

Comments: _____

HH/SEAG/9

AREA 7: SPECIAL INSTRUCTIONAL MATERIALS

Rating

	N/A	1	2	3	4	5
7.1: The program accepts the responsibility to exhaust all possibilities to provide the special materials needed for the visually impaired student.						
7.2: The program staff is knowledgeable of the annual national registration of legally blind students enrolled in an educational program below college grade, and federal quota funds which are available because of the registration, as well as the method in which materials can be obtained from the quota.						
7.3: The program provides adapted tangible apparatus such as braillewriters, book racks, tape recorders, magnification and prosthetic devices by requesting them on loan from specialized resource centers as early in advance of their needed use as possible.						
7.4: The program provides textbooks in the appropriate medium; i.e., large print, braille, and/or tape for each visually impaired student by requesting them on loan from specialized resource centers as early in advance of their needed use as possible.						
7.5: The program provides library books and enrichment materials in the appropriate medium by requesting them on loan from specialized resource centers as early in advance of their needed use as possible.						
7.6: The program staff is knowledgeable of the location of resources to assist in securing services which may be needed on a short-term basis without advance notice.						
7.7: The program is provided with sufficient budgetary support to purchase necessary items which are neither available from the federal quota allotment, nor which cannot be secured on loan from specialized resource centers.						

Comments: _____

Rating

AREA 8: RESEARCH	N/A	1	2	3	4	5
8.1: The program provides for a formal system of dissemination of state-of-the-art research to appropriate administrators, teachers, and other staff that serve the visually impaired student population.						
8.2: The program cooperates with and participates in evaluation projects (related to the field of blindness) conducted by other agencies, associations, and individuals.						
8.3: The program promotes research by providing staff and other appropriate parties with staff development opportunities which will enhance a commitment to research, as well as the development of the skills necessary for the effective planning and conducting of research.						
8.4: The program has developed a long-range plan for conducting local research which is closely coordinated with research efforts conducted by the general education programs and other special education categorical areas; this plan addresses the results of a formalized needs assessment related to research in the field of visual impairment.						
8.5: The purposes of the research efforts of the program include (in addition to the characterization of the program and services) the assessment of the effectiveness of the program, and the development of new or adaptive techniques, aids or other tangible apparatus.						
8.6: The responsibility of conducting local research activities is shared by administrators and teachers, with participation from students, parents, the governing board, and the local advisory council for special education; one individual is designated to have general responsibility for the research function of the program and to coordinate all research efforts related to the education of the blind.						

AREA 8: RESEARCH (continued)	Rating					
	N/A	1	2	3	4	5
8.7: The program allocates human and financial resources for the collection and analysis of all pertinent research findings (regional, state, national), for consideration and application within the program, and for future program planning efforts.						
8.8: The program provides consulting services and other needed support for the administrators and teachers who plan and conduct research as well as for those who utilize the results of the research activities.						
8.9: Research efforts of the program are enhanced and supported by the most current technology and are linked to appropriate data management and retrieval systems and networks.						
8.10: The program collects demographic data about its services, the students and the community.						
8.11: The program, on a scheduled basis, develops and disseminates a summary report of pertinent data resulting from local program research efforts.						
AREA 9: EXTRACURRICULAR, LEISURE, AND NON-ACADEMIC ORGANIZATION AND STRUCTURE						
9.1: The program provides written standards for the inclusion of blind and visually impaired students into extracurricular, leisure, and non-academic activities.						
9.2: The program provides the opportunity and the additional assistance/accommodation required for blind and visually impaired students to participate in extracurricular programs with and/or versus sighted students.						
9.3: The program provides the opportunity for the blind and visually impaired student to participate in community service.						

Comments: _____

SELF REVIEW COMPLETED BY:

Name

Position

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

HH/SEAG/9

Date _____

PROGRAM FOR THE BLIND AND VISUALLY IMPAIRED
PROGRAM IMPROVEMENT PLAN

Page ____ of ____

Name of Program: _____

	Name	Position	
Plan developed by	_____	_____	Date _____
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	

Program Standard Number	Program Improvement Needs	Priority	Goals for Improvement	Person(s) Responsible	Projected Time For Completion
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Projected date for review of plan _____

PROGRAM FOR THE BLIND AND VISUALLY IMPAIRED
IMPROVEMENT PLAN PROGRESS REPORT

Name of Program: _____

Date of review _____

Plan reviewed by

Name

Position

_____	_____
_____	_____
_____	_____
_____	_____

Program Standard
Number

Summary of Progress Toward Goals

_____ A. Goal Reached _____
(indicate date)

_____ C. Goal Revised _____
(indicate date)

_____ B. Timeline Revised _____
(indicate date)

_____ D. Goal Deleted _____
(indicate date)

APPENDICES

SELECTED LEGAL REFERENCES
RELATED TO
PROGRAMS FOR THE BLIND AND VISUALLY IMPAIRED

LEGAL REQUIREMENTS
as of June 1, 1986

from
Article 12 of Kansas Administrative Regulations
and Kansas Statutes Annotated

Definitions

"Visual impairment" means limited vision that interferes with educational or developmental progress, or both.

"Partially seeing" means a visual limitation which constitutes an educational handicap but does not prevent the use of print as the primary educational medium.

"Blind" means a visual limitation which requires dependence on tactile and auditory media for learning.

"Legal blindness" means central visual acuity of 20/200 or less in the better eye with correcting glasses or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees.

State Approval of Special Education Services

State approval of any special education services to be offered shall require that the agency proposing to provide the services has made provision for:

- (1) The employment of personnel properly certificated and endorsed in their assigned categories of exceptionality and level of instruction;
- (2) compliance with pupil-teacher ratios;
- (3) the development and offering of curricula appropriate to student needs;
- (4) facilities comparable to those provided non-exceptional children;
- (5) compliance with identification, individualized education program, placement, and review procedures;
- (6) appropriate licenses or certificated support personnel;
- (7) other necessary related services; and
- (8) approvable delivery model or models.

State Institutions and State Schools

Each state institution and state school shall provide special education services for all exceptional children housed and maintained therein. All state-operated educational programs shall comply with the requirements of article 12 of agency 91 of the Kansas administrative regulations.

Placement procedures for Kansas residents into the Kansas state school for the visually handicapped shall meet the following requirements:

- (1) Admission procedures shall be initiated by the child's home school district and by the child's parent or parents.
- (2) Placement of any child in a state school shall be made only after the local district and the child's parent or parents have considered local placement options.
- (3) Placement shall be based on the comprehensive evaluation which indicates a need for educational services provided at the state school.
- (4) If the original comprehensive evaluation and staffing are conducted by any local education agency and if one of the state schools is an alternative placement for the child, a representative or representatives from the state school shall be included in the staffing.
- (5) Any local education agency may refer a child to a state school for a portion or all of the original comprehensive evaluation. If this is done, a representative or representatives from the local education agency shall be included in the staffing.
- (6) Each child enrolled in a state school shall have access to the educational programs in the local school districts near the location of the school, either on a part-time or full-time basis.
- (7) If differences of opinion occur as to eligibility for or placement of any child in a state school, procedural due process, as prescribed in K.S.A. 72-972 to K.S.A. 72-975, inclusive, and K.A.R. 91-12-43 shall be followed.
- (8) Personnel from the child's home school district, as well as personnel from the state school and the child's parent or parents, shall be afforded an opportunity to participate in the individual education program conference. The feasibility of the return of the child to the local public school shall be considered at the annual conference.
- (c) If a student transfers from a state school or state institution to a school district, the most recent individualized education program, as well as any additional educationally relevant information concerning the child, shall be forwarded to the receiving school district.

Local Comprehensive Plan

Each local education agency shall develop and submit to the special education administration section, a comprehensive plan for providing special education services.

Least Restrictive Environment

Each local education agency shall provide: (a) Support services to enable each exceptional child to remain in a regular class placement or placements to the maximum extent possible.

(b) Sufficient placement options so that removal of the exceptional child from regular education placement presents the least necessary deviation from the educational experiences provided for non-exceptional children;

(c) For the participation of each exceptional child with nonexceptional children to the greatest extent possible in nonacademic and extracurricular services and activities;

(d) Special education and related services as close as possible to the child's home; and

(e) A systematic review process to assure that placement for each exceptional child is in accordance with the least restrictive environment principle.

Facilities

All facilities for exceptional children shall be comparable to those for non-exceptional children within the same school building. If any local education agency operates a facility solely for exceptional children, the facility and the services and activities provided in the facility, shall be comparable to those provided to nonexceptional children.

Special teachers and special education supervisors shall be provided office space, secretarial assistance and telephone service.

Facilities used for the instruction of visually impaired children shall meet these specifications:

- (1) Space shall be allowed to accommodate braille and large print materials; and
- (2) correct illumination shall be provided.

Screening

Each local education agency shall implement systematic and on-going screening procedures which identify school age children who may require special education services. Screening is the first phase in the identification of exceptional children and shall not be used as a basis for placement or programming. (These procedures shall include mandatory vision screening.)

Each local education agency shall implement screening procedures to identify preschool children who may need special education. These screening services shall be made available a minimum of once a year. These procedures shall include vision screening, including behavioral and observational signs of vision problems in addition to basic vision screening.

Children and youth with unrecognized and uncorrected visual impairments may be identified initially through the Kansas compulsory vision screening program and follow-up. Statutes which mandate vision screening are as follows:

K.S.A. 72-5205. Each school board shall provide basic vision screening without charge to every pupil in its school not less than once every two years. All such tests shall be performed by a teacher or some other person designated by the school board. The results of the test and, if necessary, the desirability of examination by a qualified physician or optometrist shall be reported to the parents or guardians of such pupils. Provided, That the information so reported shall not show preference in favor of any such professional person.

K.S.A. 72-5204(c). Basic vision screening means an eye testing program for each child based on a chart which is graduated as to size of symbols or the so-called Snellen Test, or any other system or method of testing equal thereto or better in the judgment of the school board.

K.S.A. 72-5206. The requirements of this act shall not apply to a child who has had a basic vision screening examination within six months prior thereto.

Comprehensive Evaluation

Each local education agency shall initiate a comprehensive evaluation whenever screening, referral, or lack of progress indicates that a child may be exceptional. No child shall be placed in special education prior to the completion of this evaluation. The following procedures shall be implemented:

All evaluation procedures shall be nondiscriminatory as prescribed in K.S.A. 72-963.

If any child has sensory, motor, or speaking impairments, tests shall assess whatever factor the test purports to measure rather than reflect that child's impaired communication skills.

The comprehensive evaluation shall be multidisciplinary and multisourced. No child shall be placed in special education on the basis of a single evaluation procedure, instrument or measure.

When visual impairment is the suspected disability, the child's parent shall provide any recommended treatment or correction or both resulting from an eye examination by an eye specialist prior to the comprehensive evaluation.

Any test or other evaluation material used as a part of any comprehensive evaluation shall have been validated for the specific purpose for which the test or other material is used and shall be administered in conformance with the instructions provided by the producer of the test or material.

Any test used as part of any comprehensive evaluation shall be administered by a professional holding current certification or licensure to administer and interpret that test. Public school psychological evaluations shall be carried out only by an approved school psychologist certified by the Kansas state department of education or by an appropriately trained psychologist certified by the Kansas behavioral sciences regulatory board and reported to the Kansas state department of education.

The special education administrator of each local education agency shall certify that each child eligible for special education placement has had an appropriate and complete evaluation.

After any child has been assessed in all areas related to a suspected disability, that child's evaluation team shall meet to determine whether the evaluation results indicate that the child needs special education services. The child's parents shall have the opportunity to attend this meeting or to have their opinions expressed by a member of the team. If an evaluation team recommends a child for special education services, the evaluation results shall be made available for use in developing the individualized education program. In no case shall the decision to place a child in special education be made solely by one person, even though this person may have considered the data collected by all members of the evaluation team.

Each comprehensive evaluation shall be completed as soon as possible following the referral.

Individualized Education Program (IEP)

An individualized education program (IEP) shall be developed for each child in need of special education services. The IEP shall be developed prior to placement in a special education program.

The IEP shall be written and subsequently reviewed and revised as needed, but at least annually.

Parents shall be notified of the individualized education program meeting early enough to ensure that they will have the opportunity to participate in developing the IEP.

A copy of the individualized education program shall be provided to each parent.

Each individualized education program shall include the following:

- (1) A statement of the child's present level of educational performance. The statement shall include, as appropriate, academic achievement, social adaptation, prevocational skills, sensory and motor skills, self-help skills, and speech and language skills;
- (2) a statement of annual goals which describe the educational performance anticipated within a year's time;
- (3) a statement of short-term objectives which are measurable, and intermediate steps between the present level of performance and the annual goals;
- (4) objective criteria, evaluation procedures, and data collection schedules for determining, at least every 12 weeks, whether the short-term objectives are being achieved;
- (5) a statement of the specific special education services and related services needed by the child, even if not all of these services currently are available in the local education agency preparing the IEP. Any unique instructional media not ordinarily available to all students, but needed by this particular child for learning, shall be listed;
- (6) a description of the extent to which the child will participate in regular classroom instruction. If regular classroom placement is not appropriate, the extent of participation in other less restrictive environments shall be described;
- (7) the projected date for the initiation of the prescribed services and anticipated duration of the services; and
- (8) a listing of the names and positions of the individuals responsible for implementation of the IEP.

Placement and Review

Each exceptional child shall be educated in the least restrictive environment.

Placement in any special education services shall be considered as a trial placement and shall be subject to review and additional team planning. Each child shall be returned progressively to as near a normal setting as possible.

At least every 12 weeks, a determination shall be made as to the need for change to more intensive or less intensive special education services, and to a less restrictive or more restrictive environment.

If the building level concept for monitoring a child's progress is not being employed, it shall be the responsibility of the special education teacher serving the child to inform the administrator of special education if a change in programming is indicated.

A notation that the short-term review was made shall be recorded in each child's IEP.

Parents shall be kept apprised of the progress of their children.

A conference shall be held annually to review and revise, as needed, each child's individualized education program.

A comprehensive evaluation of an exceptional child shall be made any time conditions warrant or if any child's parent or teacher requests an evaluation. A comprehensive evaluation shall be made of each exceptional child not less than every three years.

Procedural Due Process

The board of education of each school district shall:

- (1) Draft and adopt special education due process procedures which are in compliance with requirements of K.S.A. 72-972 to K.S.A. 72-975, inclusive, and any amendments to these statutes; and
- (2) be responsible for all due process proceedings.

Curriculum

The curriculum of programs for the visually impaired children shall meet each child's needs in the areas of orientation and mobility.

Class Size/Caseload

The class size or caseload of each teacher of the visually handicapped children shall be established from the individualized education programs of the identified students served by that teacher.

Mandatory State Reporting

All legally blind children age birth to 21 years shall be reported, as soon as identified, to the special education administration section.

Paraprofessionals

Each local education agency shall obtain individual approval from the special education administration section for any paraprofessional whose only assignment is to assist one or more physically, visually or hearing impaired students in a regular classroom program.

Special Education Instructional Materials Centers

Special education instructional materials centers services may be direct or indirect and shall be confined to children who:

- (1) Have been identified as exceptional; or
- (2) who have been informally assessed by a regular classroom teacher as requiring special media applications.

Special education instructional materials centers shall be directly responsible to their respective administrative units, but also shall participate in intra-state networking activities initiated by the state department of education.

Accurate records of special education instructional materials center acquisitions, loans and other activities shall be kept.

Each special education instructional materials center shall develop and implement procedures for collecting subjective evaluation data relative to client satisfaction.

Vocational Training

Each local education agency shall adopt procedures for assuring participation of special education children in vocational training programs.

Regular vocational education programs shall be provided to each handicapped child who can benefit from participation in these programs.

Modified, adapted or special vocational training programs shall be available to each handicapped child who cannot benefit from regular vocational education programs.

Adapted Physical Education

Each local education agency shall provide physical education services, adapted when necessary, as an integral part of the educational program of each handicapped child.

Compulsory Attendance

When a determination has been made under K.S.A. 72-972 to 72-975, inclusive, and any amendments to those statutes, that a person is an exceptional child, other than a gifted child, it shall be the duty of the lawful custodian of the child to require the child to attend the special education services provided for the child, until the child reaches age 18 or completes the special education curriculum for that child, whichever comes first.

Special education services shall be made available, though not compulsory, by the local board of education to and including the school year in which the exceptional child reaches age 21 or completes the special education curriculum for that child, whichever event comes first.

State Statutes Applicable to the Kansas State School for the Visually Handicapped

Whenever the "Kansas institution for education of the blind" or words of like effect, is referred to or designated by a statute, contract or other documents, such reference or designation shall be deemed to apply to the "Kansas state school for the visually handicapped."

The Kansas state school for the visually handicapped is a state institution under the control and supervision of the state board of education. For such control and supervision, the state board of education may enter into contracts, adopt rules and regulations and do or perform such other acts as are authorized by law or are necessary for such purposes.

The state board of education may adopt rules and regulations for the admission of students to the Kansas state school for the visually handicapped. Such students may be admitted as day students or as resident students.

Every resident of the state who is within the age of eligibility for admission, as determined by the state board of education, and who is unable to materially benefit from attendance in the public schools because of visual impairment, as determined under article 9 of chapter 72 of Kansas Statutes Annotated, shall be entitled to admission to the Kansas state school for the visually handicapped. Nonresidents of the state may be admitted to the Kansas state school for the visually handicapped until maximum enrollment is attained so long as such admittance does not result in the exclusion of any eligible resident of the state from said school.

The state board of education shall fix tuition, fees and charges for maintenance to be collected from each student attending the Kansas state school for the visually handicapped who is not a resident of the state. Students who are residents of the state shall not be charged tuition, fees or for maintenance but may be charged student activity fees. If student activity fees are charged, such fees shall be approved by the state board of education and the funds collected shall be set apart and used for the purpose of supporting student activities.

The state board of education is hereby authorized to establish and conduct at the Kansas state school for the visually handicapped, a summer training program for visually handicapped persons. Tuition, fees, charge for maintenance and the length of the summer program shall be set by said state board.

The chief executive officer of the Kansas state school for the visually handicapped shall have the title of superintendent and shall be appointed by the state board of education. The superintendent shall serve at the pleasure of the state board of education, shall be in the unclassified service, and shall receive an annual salary fixed by the state board of education within appropriations therefor authorized by the legislature .

The superintendent of the Kansas state school for the visually handicapped shall:
(1) Be responsible for the management, operation and maintenance of the state school for the visually handicapped; (2) appoint such employees as are authorized by the state board of education; and (3) have such other powers and perform such other duties and functions as are specified by the state board of education.

Unclassified employees of the Kansas state school for the visually handicapped shall serve at the pleasure of the superintendent, subject to policies approved by the state board of education, and shall receive annual salaries fixed by the state board of education within appropriations therefor authorized by the legislature. Employees of the Kansas state school for the visually handicapped who are not in the unclassified service shall be in the classified service of the Kansas civil service act.

Unclassified employees of the Kansas state school for the visually handicapped who were appointed or employed for service at such institution prior to the effective date of this act shall retain their status in the unclassified service subject to the same rights of tenure and status as are provided by existing practice and regulation of the state board of regents, subject, however, to the appointment of assistant commissioners as provided in K.S.A. 72-7603 and any other special officers appointed under K.S.A. 72-7512 or under other provisions of law. Classified employees of the Kansas state school for the visually handicapped who were appointed or employed for service at such institution prior to the effective date of this act shall retain rights and status to the extent provided in subsection (c) of K.S.A. 72-7702.

Persons employed as cottage parents at the Kansas state school for the visually handicapped shall be in the unclassified service under the Kansas civil service act.

HH/SEAW/1

NATIONAL AND STATE RESOURCES
for
Programs for the Visually Impaired

I. NATIONAL RESOURCES

A. American Foundation for the Blind, Inc.

15 West 16th Street
New York, New York 10011
(212) 620-2000

The AFB provides direct and technical assistance services to blind and visually impaired persons and their families, professionals in specialized agencies for the blind, community agencies, organizations, schools, and corporations. This agency provides a national clearinghouse for information about blindness and visual impairment. It initiates and stimulates research in the field of blindness and makes available various publications in this area. The Foundation sponsors special institutes and provides professional consultation regarding the education of blind children. Special aids and appliances are developed, manufactured and sold. Kansas is served by the following regional office of AFB:

American Foundation for the Blind
Region V Office
1111 W. Mockingbird Lane, Suite 762
Dallas, Texas 75247
(214) 630-8035

B. American Printing House for the Blind, Inc.

1839 Frankfort Avenue
P.O. Box 6085
Louisville, Kentucky 40206
(502) 895-2405

Since 1879, APH has administered the federal funds provided under the "Act to Promote the Education of the Blind." The purpose of the American Printing House for the Blind is to provide visually handicapped people with educational and recreational literature in braille, large type, and recorded form. In addition, it develops and manufactures special instructional aids and other tangible apparatus for use in the education of visually impaired students. The State of Kansas utilizes the federal funds made available through APH for the securing of these special materials. Eligibility for these funds is established through the system of registration of legally blind students.

C. Association for Education and Rehabilitation of the Blind
and Visually Impaired

206 N. Washington St., Suite 320
Alexandria, Virginia 22314
(703) 548-1884

This international association is a membership organization open to all persons interested in or employed in the education or rehabilitation of visually handicapped individuals. The purpose of the Association is to render all possible assistance to the promotion, development and improvement of all phases of education and rehabilitation of blind and visually

impaired persons of all ages. National, regional, and state conferences are held, and professional publications are made available for members. Memberships are available in special interest divisions such as administration, low vision, orientation and mobility, elementary curriculum for children, secondary curriculum for children, multihandicapped, and infant/preschool.

There is a state chapter of AER in Kansas, and contact may be made with it through the national office.

D. Library of Congress

National Library Service for the Blind and Physically Handicapped
1291 Taylor Street, N.W.
Washington, D.C. 20542
(202) 287-5100

The Library of Congress operates a national program which provides free reading materials to the nation's blind and physically handicapped citizens who cannot utilize ordinary printed materials because of physical impairments. These reading materials include both fiction and nonfiction and are suitable for both school age students and adults. Recorded materials are available both on cassette tape and disc, and books in braille are also provided. The library provides the playing machines for use with the recorded materials, and all machines and books are mailed free of charge. Catalogs of braille books, records, and tapes are furnished so that the applicant can make selections.

The reading materials are distributed through a network of libraries nationwide. In Kansas, these services are made available through the Kansas State Library, Blind and Visually Handicapped Division, Emporia State University, 1200 Commercial, Emporia, Kansas 66801, Phone (316) 343-7124. Toll-free number in Kansas 1-800-432-3919.

E. National Association for Parents of the Visually Impaired, Inc.

P.O. Box 180806
Austin, Texas 78718

A nonprofit organization of, by, and for parents, NAPVI is committed to providing support to the parents of children who have visual impairments. NAPVI's goals and objectives are the following:

- a. Promote and provide information through workshops and publications which will help parents meet the special needs of their visually impaired child
- b. Promote the development of state and local organizations of, by, and for parents of visually impaired children
- c. Increase public awareness about the visually impaired so they are accepted by society
- d. Foster communication and coordination of services among federal, state, and local agencies and organizations involved with the visually impaired.

- F. National Society to Prevent Blindness
 79 Madison Avenue
 New York, New York 10016
 (212) 684-3505

This agency provides several services related to the general welfare of visually impaired persons as it pertains to aspects concerning the prevention of blindness. A number of publications and brochures are made available by the Society related to such topics as preschool vision screening, eye safety, data regarding the causes of blindness, and environmental conditions that may affect vision.

- G. Recording for the Blind, Inc.

20 Roszel Road
 Princeton, NJ 08540
 (609) 452-0606
 (800) 221-4792 toll-free number only for ordering of books.

Recording for the Blind, Inc. is a national, non-profit, voluntary service organization which provides recorded educational books free-on-loan to individuals who cannot read standard printed material because of visual, physical or perceptual handicaps. RFB's master tape library contains more recorded academic texts than any other depository in the world and over 3,000 new books are recorded per year. This service is made possible by voluntary contributions and by the dedication of 5,000 highly trained volunteers who record books in 28 professionally equipped studios throughout the United States. To use RFB, a borrower must register by completing an Application for Service form and provide the author, title, copyright date and grade level of the recorded books needed. RFB provides its services directly to qualified individuals and not to schools, agencies or their representatives. The recorded books are provided on special format 15/16 ips, 4-track cassettes each containing four hours of recorded text. RFB does not provide the compatible equipment needed to play its tapes.

II. STATE RESOURCES

- A. Kansas Division of Services for the Blind
 Biddle Building, 2700 West 6th Street
 Topeka, Kansas 66606
 (913) 296-4454

This state agency is a division of the Kansas State Department of Social and Rehabilitation Services. It was established in 1937 and exists to make available social and rehabilitation services for all blind and visually impaired persons within the State of Kansas. On a regional basis, the Division employs and assigns rehabilitation teachers and vocational rehabilitation counselors. The rehabilitation teachers serve visually impaired children and their families through counseling and through referral to other agencies for support and additional sources needed. These teachers are also available to adult blind clients for personal and social adjustment as well as instruction related to rehabilitative teaching in the client's home and community.

The vocational counselors serve blind adults in such areas as pre-vocational evaluation, career counseling, skill training, vocational placement and follow-up. The Division operates the Kansas Rehabilitation Center for the Blind in Topeka. Clients are accepted on both day and residential basis and are provided evaluation and training in such areas as communication, techniques of daily living, orientation and mobility, and manual arts.

School-age students and their families may access the services of this agency. Upper secondary students may avail themselves of the summer program at the Rehabilitation Center. Services of the rehabilitation teachers may be made available to children and their families, particularly at the preschool age level. Older school-age students may be referred for services from the vocational rehabilitation counselors; early referral may facilitate the transition of students from school to the world of work and/or further education or training.

School programs for students who are visually impaired should be aware of the services of this agency and should refer students and/or their families, as needed and appropriate.

- B. Kansas State Department of Education
Special Education Administration Section
 120 East Tenth Street
 Topeka, Kansas 66612
 (913) 296-3798

The department provides technical assistance to educational programs serving visually impaired students. In addition to having the responsibility for monitoring school programs for compliance with state and federal regulations pertaining to special education, the department establishes standards and guidelines for such programs. The department administers the federal funds appropriated for special instructional materials for use by visually impaired students; it also is responsible for the disbursement of state categorical aid to special education programs. The department also provides consultation related to school finance, teacher certification, vocational education, and specific curricular areas.

- C. Kansas State School for the Visually Handicapped
 1100 State Avenue
 Kansas City, Kansas 66102
 (913) 281-3308

Established in 1867, this school serves as an important part of the continuum of services to blind children and youth in Kansas. Admissions are made cooperatively by the student's local school district and the child's parents. Students between the ages of 5 and 21 may be enrolled on a residential or day basis. There is no charge for tuition and board. The educational program allows for students to be enrolled on a short-term basis as well as a long-term basis. Multihandicapped visually impaired students as well as deaf-blind students may be accepted for enrollment.

D. Low Vision Clinics

Three low vision clinics are located in the state of Kansas, and they provide special comprehensive low vision evaluations. Other services of these clinics include on-site training and the provision of low vision aids on loan for trial purposes. Referrals are made for purchase of specific low vision aids.

1. Kansas Low Vision Clinic
801 East Lincoln, P.O. Box 2355
Wichita, Kansas 67201
2. University of Kansas Medical Center
Low Vision Rehabilitation Center
Department of Ophthalmology
39th and Rainbow Boulevard
Kansas City, Kansas 66103
(913) 588-6609
3. Memorial Hospital
Low Vision Clinic
600 S.E. Madison
Topeka, Kansas 66607
(913) 354-5326

E. Microcomputer Information Coordination Center

University of Kansas Medical Center
Room 139, C.R.U.
39th and Rainbow Boulevard
Kansas City, Kansas 66103
(913) 588-5985

The M.I.C.C. is a statewide project that provides for the acquisition and dissemination of information regarding microcomputer technology in special education. One component of this project has the responsibility for the coordination of information and resources related to the implementation and utilization of microcomputer technology in the education and training of the visually impaired. The specific objectives of this component of the project are as follows:

1. working in cooperation with selected programs to provide on-site applications of hardware and software for the visually impaired
2. coordinating the evaluation of specific hardware and software uses with visually impaired students
3. disseminating information statewide regarding the types and uses of hardware and software available for use by the visually impaired
4. coordinating the acquisition and dissemination of information on promising practices and innovative projects which could be implemented in Kansas

5. developing liaisons with projects, producers, and developers in other areas which could serve the educational and vocational needs of visually impaired students
6. assisting in the training and implementation of microcomputer technology for personnel working with visually impaired students in Kansas.

F. Radio Reading and Information Services

In Kansas there are three Radio Reading and Information Services available to visually impaired readers. These agencies provide readers with special radio receivers through which they may receive the varied programs broadcast, including news, interviews, reading of books and other selected materials, weather, etc.

1. Reading Radio Service
1300 N. Plum
Hutchinson, Kansas 67501
(316) 662-6646
Serves an 80-mile radius of Hutchinson
2. University of Kansas Audio Reader Network
P.O. Box 847
Lawrence, Kansas 66044
(913) 864-4600
Serves a 65-mile radius of Lawrence, 35-mile radius of Concordia, 65-mile radius of Garden City, plus cable systems in various parts of the state.
3. Wichita Audio Reader
1751 N. Fairmount
Wichita, Kansas 67208
(316) 682-1861
Serves a 60-mile radius of Wichita.

G. Wichita Regional Library for Visually Impaired and Blind
4558 North Hydraulic
Wichita, Kansas 67219
(316) 838-1861

This statewide resource center was established in 1966 to serve Kansas school programs, either public, private or parochial, who have visually impaired students. The center, which is the quota management facility under the direction of the State Department of Special Education, makes available on loan and without charge, special instructional materials such as braille and large print textbooks and adapted equipment from the

state's federal quota depository as well as library books and educational aids. To be eligible for these materials, the student's impairment must be severe enough to impede his school progress. The circulation of these materials is usually made through a vision teacher or another member of the school staff. The center also operates a production center for the enlargement of consumable printed materials not otherwise available in large print. If brailleing of material is required, the center is available for the coordination of such work with local braillists or through the requesting of the duplication of braille masters in other states.

HH/SEBT/3

APPENDIX C

INSTRUCTOR _____

GRADE OF PERFORMANCE

[illegible]

B. FAMILIARIZATIONS

1. Initiating Contact
 2. Grip
 3. Position and Body Relationship
 4. Starting and Stopping
 5. Following - Anticipation
 6. Turns
 7. About Face
 8. Switching
 9. Hines Break
 10. Narrow Spaces
 11. Congested Areas
 12. Ascending and Descending Stairs
 13. Negotiating Doors
 14. Locating and Taking a Seat
 15. Guiding Two or More Persons
 16. Running
 17. Familiarizations
 18. Accepting or Declining Assistance
 19. Open Space
 20. Active Participation
 21. Teaching Techniques to Guides
- FAMILIARIZATIONS
1. Compass Points
 2. Visualization or Conceptualization of Environment

[illegible]

3. Retention and Recall of Verbal Description
4. Active Tactual Exploration
5. Spatial Relationships - Orientation
6. Use of Landmarks and Sensory Clues
7. Correlation of Floors
8. Knows How to Ask for and Receive a Thorough Familiarization
9. Self-Familiarizations

1. Position of Arms and Hands
2. Angle of Arm
3. Use of Alternate Hand and Arm
4. Trailing
5. Combined Forearm and Trailing
6. Ease of Movement
7. Seating
8. Locating Tables, Chairs, Door Handles, Etc.
9. Locating and Retrieving Dropped Objects
10. Distance Estimation
11. Walking a Straight Line
12. Veering Correction
13. Turns - Sidestepping
14. Sound Identification
15. Sound Localization
16. Sound Discrimination

POOR	FAIR	GOOD	EXCELLENT
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- ## 7. In Step

GRADE OF PERFORMANCE

[illegible]

G. TOUCH TECHNIQUE INDOORS

8. Rhythm and Timing
 9. Gait
 10. Posture
 11. Clearing Before Moving
 12. Alignment
 13. Combination with Basic Skills
- TOUCH TECHNIQUE INDOORS
1. Appearance
 2. Clearing
 3. Detours
 4. Orientation
 5. Position of Cane Examining Objects
 6. Locating Door Knob
 7. Courtesy
 8. Proper Speed
 9. Staying to Right
 10. Turning
 11. Safety with Cane
 12. Use of Cane with Guide
 13. Detecting Drop Offs
 14. Ascending Stairs
 15. Descending Stairs
 16. Detecting Landings
 17. Awareness of Sounds
 18. Awareness of Odors
 19. Following Guidelines

POOR	FAIR	GOOD	EXCELLENT
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- H. CAMPUS - RESIDENTIAL TRAVEL

- [illegible]

Page 6

18. Use of Reference Points
19. Awareness of Traffic
20. Using Traffic for Orientation
21. Using Sun for Orientation
22. Turning
23. Detecting Terrain Differences
24. Anticipating Curbs
25. Detecting Curbs

GRADE OF PERFORMANCE			
POOR	FAIR	GOOD	EXCELLENT

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ASSESSMENT TOOLS FOR EVALUATING
VISUALLY IMPAIRED STUDENTS

The type of assessment tool to use and the selection of the specific instrument may depend upon the student's functioning level and individual characteristics. No one instrument can be recommended for the entire population. Staff who are responsible for assessing visually impaired students should refer to one or more of the following references for assistance in the selection of the evaluation instruments to be used:

1. Scholl, Geraldine and Ronald Schnurr, Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped. American Foundation for the Blind, New York, 1976.
2. Informal Assessment of Developmental Skills for Visually Handicapped Students, edited by Rose-Marie Swallow, Sally Mangold, and Philip Mangold. American Foundation for the Blind, New York, 1978.
3. The following articles are included in a 1977 AFB Practice Report, published by the American Foundation for the Blind, New York.
 - a. "Assessment for Visually Handicapped Children and Youth" by Rose-Marie Swallow.
 - b. "Psychoeducational Assessment: Role of Psychologist to Teacher of the Visually Handicapped" by Susan Jay Spungin and Rose-Marie Swallow.
 - c. "Development Assessment of Handicapped Infants and Young Children: with Special Attention to the Visually Impaired" by Joan B. Chase.
4. Bauman, M., Kropf, C. Psychological Tests Used With Blind and Visually Handicapped Persons, School Psychology Digest, 1979, 8(3), 257-270.
5. Caton, Hilda Table of Assessments for Persons with Visual Impairment or Blindness. American Printing House for the Blind, Louisville, Kentucky.
6. Assessment Tools for Use With the Severely Multiply Handicapped-Deaf-Blind. Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612.
7. Guidelines for Programs and Services for Individuals Who Are Deaf-Blind includes:

Appendix A. "Formal Assessment Tools Appropriate for Use with Students who Are Deaf-Blind/Multihandicapped"

Appendix B. "Informal Assessment Tools Appropriate for Use with Students Who Are Deaf-Blind/Multihandicapped"

These guidelines are published by the California State Department of Education, Special Education Division, One Bunker Hill Building, 601 West 5th Street, Suite 1014, Los Angeles, California.

Persons may contact the Kansas State Department of Education or the Kansas State School for the Visually Handicapped regarding further details regarding the obtaining of the above documents. The Wichita Regional Library for the Visually Impaired and Blind may be contacted regarding the availability of assessment tools in large print and braille.

HH/SEBT/3

DATE OF BIRTH _____

EVALUATOR _____

OREGON SCHOOL FOR THE BLIND LOW VISION EVALUATION

NOTE: Please comment on each question (size, distance, type of objects, position of student, etc.)

	Date of Evaluation	Date of Re-evaluation
<u>1. General Condition of the Eyes</u>		
a. Are they infected (i.e. red, mattered)?	a.	a.
b. Do the pupils constrict when light is presented?	b.	b.
c. Is there considerable nystagmus?	c.	c.
d. Does student have blink reflex?	d.	d.
<u>2. Sensation</u>		
a. Are there any abnormal visual behaviors or reactions to light (light gazing, object flicking, squinting, etc.)?	a.	a.
<u>3. Use of the Eyes</u>		
a. Does the student use one eye more than the other?	a.	a.
b. Does the student use both eyes simultaneously?	b.	b.
<u>4. Body Movements</u>		
a. Does the student move his/her head to see more clearly from a particular part of the eye?	a.	a.
b. Does the student adjust his/her body to aid in the focusing?	b.	b.
<u>5. Use of Glasses or Visual Aids</u>		
a. What glasses and/or aids were prescribed and when?	a.	a.
b. How and when are they used (near, distance, time)?	b.	b.

6. Fixation and Localization

- | | | |
|---|----|----|
| a. Does the student have eye contact with you? | a. | a. |
| b. Does the student fixate on an object or light? | b. | b. |
| c. Does the student localize (fixate) on object or light in each area of field (superior, inferior, left, right)? | c. | c. |

7. Tracking

- | | | |
|---|----|----|
| a. Is the student able to track a light or object (eyes only, head only, head and eyes together)? | a. | a. |
| 1. Left-right | 1. | 1. |
| 2. Up-down | 2. | 2. |
| 3. Diagonal | 3. | 3. |
| 4. Circles | 4. | 4. |
| b. Is the student able to track a light or object with each eye separately? | b. | b. |
| 1. Right eye | 1. | 1. |
| 2. Left eye | 2. | 2. |
| c. Is the student able to follow a light or object moving toward him/her? | c. | c. |
| 1. How close is the object when she/he stops fixation on it? | 1. | 1. |

8. Shifting Attention and Scanning

- | | | |
|---|----|----|
| a. Does the student shift attention between two objects? | a. | a. |
| b. Is the student able to change his/her focus from far to near objects and from near to far? | b. | b. |
| c. Is the student able to scan in an organized manner to locate an object? | c. | c. |
| 1. Near | 1. | 1. |
| 2. Distance | 2. | 2. |

Date of Evaluation

Date of Re-evaluation

9. Inspection Skills

- | | | |
|---|----|----|
| a. Does the student depend on tactile and/or visual information to discern the nature of objects? | a. | a. |
|---|----|----|

10. Visual Motor

- | | | |
|--|----|----|
| a. What types of fine motor activities does the child do (pegboard, puzzles, beads)? How is vision used? | a. | a. |
| b. How far away does the student hold an object when examining it? | b. | b. |
| c. Does the student reach quickly and accurately for objects? | c. | c. |
| d. Does the student accurately put objects in a container? | d. | d. |
| e. Additional observations: | e. | e. |

11. Visual Fields

- | | | |
|---|----|----|
| a. Does student show a field preference? | a. | a. |
| b. Does student appear to have a field loss? | b. | b. |
| 1. Left | 1. | 1. |
| 2. Right | 2. | 2. |
| 3. Up | 3. | 3. |
| 4. Down | 4. | 4. |
| c. Does the student appear to have gaps in field of vision when doing close work? | c. | c. |
| d. How does student respond to speed and distance of moving objects in the periphery (i.e., to bike riders, cars, runners, balls thrown)? | d. | d. |

12. Distance Vision

- | | | |
|--|----|----|
| a. At what distance does student recognize familiar people? | a. | a. |
| b. Is student visually aware of things happening across the room? | b. | b. |
| c. What is the smallest size object, picture, or print student can see at near? At what distance does student see the object (picture or print)? | c. | c. |
| d. What is the smallest size object, picture, or print student can see at distance? At what distance does student see the object (picture or print)? | d. | d. |

13. Illumination/Color/Contrast

- | | | |
|---|----|----|
| a. Under which lighting conditions does the student best perform? | a. | a. |
| 1. Indoor (fluorescent, incandescent, natural, colored) | 1. | 1. |
| 2. Outdoor (sunny, cloudy, partly cloudy) | 2. | 2. |
| 3. Time of day (morning, afternoon, evening) | 3. | 3. |
| b. Does student show light sensitivity (indoors/outdoors)? | b. | b. |
| c. Does student have any problems with glare (indoors/outdoors)? | c. | c. |
| d. Does student demonstrate light adaptation problems? | d. | d. |
| e. Does student demonstrate night vision problems? | e. | e. |
| f. Does student respond to all or only some colors? | f. | f. |
| g. Does student perform better when the colors are contrasting? (black on white, white on black, various colors)? | g. | g. |
| h. Does student demonstrate figure-ground difficulties (near/distance)? | h. | h. |

ELIGIBILITY REQUIREMENTS FOR CERTIFICATION AS DEAF-BLIND

A student may be determined as eligible when a combination of the following conditions from all three areas exist:

Vision:

Any of the following:

1. Measured or estimated corrected visual acuity of 20/200 or less in the better eye and/or a previous chronic condition has existed which has interfered with the visual learning mode.
2. In the presence of a normal peripheral vision apparatus as determined by an ophthalmologist, cortical blindness which must be verified by reports indicating an absent optokinetic nystagmus as appropriate to age by an ophthalmologist, or pediatrician, or pediatric neurologist.
3. Field of vision of 20° or less in the better eye.
4. Visual acuity cannot be definitively measured and the student is suspected of being "Fundamentally Blind." "Functionally Blind" means the student does not visually track, localize or use his/her vision appropriate to developmental level (as determined by appropriate developmental assessment).

Hearing:

Either of the following:

1. 30 db bilateral sensory-neural hearing loss as a minimum across the speech frequencies in the better ear with amplification, and/or a previous chronic condition has existed which has interfered with the auditory learning mode.
2. Sensitivity and middle ear functioning cannot be definitively measured and the student is suspected of being "Functionally Deaf." "Functionally Deaf" means the student does not auditorially attend to, respond to, or localize sounds, or use his hearing appropriate to his/her developmental level (as determined by appropriate development assessment).

Education

Educational determination that the combined vision and hearing impairment is such that the student cannot be served appropriately by the regular programs for visually or auditorially handicapped without specific assistance necessary to accommodate the secondary impairment.

HH/SEBU/11/jk

ANNUAL REGISTRATION
OF
LEGALLY BLIND STUDENTS

The federal government appropriates special funding for the provision of special texts and other instructional materials for use with visually impaired students. Agencies which wish to utilize these funds are required to register their legally blind students with the American Printing House for the Blind in Louisville, Kentucky. The Kansas State School for the Visually Handicapped registers its legally blind students, maintains its own quota account, and makes available these materials through its library media center. All other educational programs in the state (private and public) are expected to register their legally blind students through the Kansas State Department of Education.

The registration is done annually as of the first Monday in January. All students registered in the federal quota program must meet the following requirements as outlined in the Act to Promote the Education of the Blind:

- o meet the definition of legal blindness--"central visual acuity of 20/200 or less in the better eye with correcting glasses or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees."
- o "be enrolled in a formally organized public or private, nonprofit educational program of less than college level"
- o "be enrolled with the registering school or agency on the first Monday in January"

A written educational plan and a current eye specialist's report must be on file for each eligible student. These documents are not to be submitted, but must be on file with the agency or school in the event that an audit requires evidence of the student's educational program or visual acuity. Eligible infants, preschool children, and homebound students may be registered if they are enrolled in a formally organized, regularly scheduled educational or training program.

Students cannot be registered on two accounts. If a student is attending two programs, the agencies involved must work together to determine which account will register the student. The agency providing the major portion of educational services is usually the account which registers the student.

Requests for special materials to be obtained on the APH quota account (private and public schools) should be directed to the Wichita Regional Library for Visually Impaired and Blind, 4558 North Hydraulic, Wichita, Kansas 67219, Phone (316) 838-1861.

HH/SEBU/11/jk

14. Mobility

- | | | |
|--|----|----|
| a. Does student appear to have any motor or stability problems (balance, posture, gait)? | a. | a. |
| b. Does student move independently with ease and comfort? | b. | b. |
| 1. Familiar environment | 1. | 1. |
| 2. Unfamiliar environment | 2. | 2. |
| 3. Indoors | 3. | 3. |
| 4. Outdoors | 4. | 4. |
| 5. Crowded | 5. | 5. |
| c. Does student use environmental visual information to move around? (landmarks, clues in familiar/unfamiliar areas, indoors/outdoors) | c. | c. |
| d. Can student travel a given route and reverse the route (following directions)? | d. | d. |
| 1. Familiar | 1. | 1. |
| 2. Unfamiliar | 2. | 2. |
| e. Does student demonstrate depth perceptual problems? | e. | e. |
| 1. Drop-offs | 1. | 1. |
| 2. Stairs (ascending/descending) | 2. | 2. |
| 3. Uneven | 3. | 3. |
| 4. Color contrast (i.e. grass/side-walk) | 4. | 4. |
| f. Does student use any travel aids (i.e. cane, electronic devices, optical aids)? | f. | f. |

15. Matching

- | | | |
|-------------|----|----|
| 1. Objects | 1. | 1. |
| 2. Colors | 2. | 2. |
| 3. Shapes | 3. | 3. |
| 4. Pictures | 4. | 4. |
| 5. Letters | 5. | 5. |
| 6. Words | 6. | 6. |

Date of Evaluation

Date of Re-evaluation

16. Reading

- | | | |
|--|----|----|
| a. What medium and size does student best utilize (braille, large print regular print, size of letters, type size if known)? | a. | a. |
| b. How is material held (angle, distance)? | b. | b. |
| c. Is special lighting utilized? | c. | c. |
| d. Give example of reading material level. | d. | d. |
| e. How long will student attend to reading material? | e. | e. |

17. Writing

- | | | |
|--|----|----|
| a. What medium and size does student utilize (braille, cursive, print)? | a. | a. |
| b. What type of pen or pencil does the student use (felt marker, pen, fat pencil)? | b. | b. |
| c. Attach sample | c. | c. |

18. Needs for student expressed by student, parents, or staff

- | | | |
|------------------|----|----|
| a. Educational | a. | a. |
| b. Recreational | b. | b. |
| c. Living Skills | c. | c. |
| d. Mobility | d. | d. |
| e. Additional | e. | e. |

Comments:

Summary:



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

Appendix H

MEASURING EFFECTIVENESS

OF

PROGRAMS FOR THE VISUALLY IMPAIRED

ACCOUNTABILITY is neither new nor unreasonable. The increased emphasis on accountability is new, and the direct impact of accountability data (or lack thereof) upon programs has caused special educators to recognize program evaluation as an inevitable but logical activity. The Kansas State Department of Education (Special Education Administration Section) is continuing to pursue the development of plans for special education program evaluation by categorical area as well as special education in general.

State regulations specify that local special education programs shall develop evaluation plans and engage in specific activities to produce program performance data addressing each special education program area. It is anticipated that these local and state plans of program evaluation will yield data for local program evaluation and planning, as well as state data for accountability and state planning purposes. Such data may be useful for consideration of program modification and/or confirmation of appropriateness of current program structure.

Other states and agencies are developing program evaluation systems and instruments specifically for educational programs for the visually impaired. Those currently available are listed below.

1. Self-Study and Evaluation Guide for Day School Programs for Visually Handicapped Pupils: A Guide for Program Improvement by Geraldine T. Scholl, University of Michigan. This self-study and evaluation guide was supported by a grant from the National Study of School Evaluation. It is intended to supplement the guides published by the National Study of School Evaluation when these guides are used to evaluate regular schools that include programs for visually handicapped pupils. The guide may be utilized in a variety of ways and should not be completed in its entirety by all users. Areas to be assessed include philosophy and objectives, program and community profile, plan for learning experiences, instructional areas offered all pupils, special instructional areas and techniques, and nonacademic areas. Published in 1980 by the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia, 22091. Soft cover, 94 pp. Cost \$15.95 (prepaid membership price \$13.56).
2. Guidelines for Public School Programs Serving Visually Handicapped Children by Susan Jay Spungin. The purpose of this publication is to encourage administrators of programs serving the visually handicapped to utilize the special support personnel knowledgeable about the unique needs of school age visually handicapped. Areas

addressed include program design, personnel and program requirements, assessment for educational planning, teacher responsibilities, and program supports. Soft cover, 60 pp. Catalog No. PEP 099. Available from American Foundation for the Blind, 15 West 16th Street, New York, New York 10011.

3. Self-Study and Evaluation Guide for Residential Schools (NAC 1979), published by the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped. This is a revision of the 1968 NAC guide, and the new standards have been designed to mesh with the provisions of P.L. 94-142. Standards are included to evaluate the processes used to develop and use IEPs. Stressed throughout are provisions for student and parent involvement in the education process. Emphasis is given to providing students in residential schools with ample opportunities to interact with the sighted community. Attention is given to new roles for the special school in relation to local education agencies within a state or region. A price list and order forms for the new standards and self-study and evaluation guides may be obtained from National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016.
4. Program Assessment Guide for Public School Special Education Services to Visually Handicapped Students by John D. Stager and published by the Massachusetts Department of Education, April, 1981. "The program assessment instrument is designed to bring together pertinent information concerning the formative aspects of programs which serve visually handicapped children. The instrument does not measure program success in relation to individual pupil performance. It does, however, allow local school district personnel to mutually examine in a comprehensive manner the program's technical assistance elements which have been generally accepted in the field of education of visually handicapped children as essential to the specialized support of the visually handicapped student in a public school education program. The program assessment guide has two major components: a) a self-study questionnaire to be completed by the teacher of the visually handicapped and b) self-study questionnaire to be completed by one or more of the local special education administrators or supervisors having direct responsibility for the program." Soft cover, 61 pp. Request from John D. Stager, Massachusetts Department of Education, Division of Special Education, Beaman Street, Route 140, West Boylston, Massachusetts 01583.
5. Guidelines for Programs Providing Instruction and Services to Visually Impaired Students by Jack Hazekamp and published by the California State Department of Education, July, 1984. The Introduction of this document states that "These guidelines focus on the unique educational needs of students resulting from a visual impairment. The guidelines have been developed for parents, staff, and administrators to use as a resource in planning, providing, evaluating, and improving the quality and cost effectiveness of programs serving visually impaired

students." The guidelines include program standards accompanied by clarifying statements useful for implementation. A self-review guide is included to assist in determining the extent to which the program meets the standards. Soft cover, approximately 100 pages. Request from Jack Hazekamp, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

6. State Evaluation Plan for Programs for the Visually Impaired, State of Kansas, Fiscal Year 1981. This plan is designed to generate student growth data in the areas of academic achievement; mobility proficiency; social integration; parent/student satisfaction; and participation in regular education, extracurricular, nonacademic, and vocational programs. Although this plan was developed to generate state data, it can be utilized as a local plan of program evaluation. It especially can be useful to clearly characterize a local program for the visually impaired and to assist in the formulation of future directions of the program. This plan is available from the Kansas State Department of Education, Special Education Administration Section, Topeka. Likewise, the Fiscal Year 1981 state results of this plan are available through the same agency.
7. Fiscal Year 1982 State Evaluation Plan for Programs for the Visually Impaired, State of Kansas. Educators generally agree that follow-up studies of graduates are one reliable means for measuring the effectiveness of programs (impact upon consumer). This plan is designed to assimilate follow-up data regarding the visually impaired high school graduates of the various programs (day and residential) throughout the state. The plan yields data in the following domains: 1) total number of graduates (any span of years can be specified), 2) marital status, 3) attendance at various types of postsecondary education programs, 4) yearly salary range, 5) current employment status and 6) current occupation. Although designed as a state plan, it can be modified and utilized as a local plan--collecting local data and analyzing it to determine the degree of success of the graduates of the local program for the visually impaired. Copies of this plan may be requested from the Kansas State Department of Education, Special Education Administration Section, Topeka. The Fiscal Year 1982 state results of this plan are available, upon request.
8. State Evaluation Plan for Programs for the Visually Impaired, State of Kansas, Fiscal Year 1983. This program evaluation plan refined the Fiscal Year 1982 effort and represented a second attempt to conduct a follow-up of graduates (because of incomplete data reported during Fiscal Year 1983). This plan produced data regarding the visually impaired high school graduates in Kansas during the school years 1970 through 1982. The evaluation areas remained the same as for the previous year (see above). Copies of this plan and results of the study may be requested from the Kansas State Department of Education, Special Education Administration Section, Topeka.

9. State Evaluation Plan for Programs for the Visually Impaired, State of Kansas, Fiscal Year 1984. This evaluation study assessed the degree to which the visually impaired students in the state attained the annual goals in their IEPs. In addition, the study reflected the degree of student attainment in specific areas such as reading, math, compensatory skills, mobility, social/emotional, and vocational. Parent satisfaction with special education program was also a component of this study. Copies of this plan and the results of the study are available from the Kansas State Department of Education, Special Education Administration Section, Topeka.
10. State Evaluation Plan for Programs for the Visually Impaired, State of Kansas, Fiscal Year 1985. This study generated state-wide data regarding the following aspects of the program of the visually impaired - descriptive program and student data, student attainment of IEP annual goals, and student attainment in specific skill/knowledge areas. These areas included reading, math, compensatory skills, mobility, social/emotional, and vocational. Copies of this plan and the results of the study are available from the Kansas State Department of Education, Special Education Administration Section, Topeka.

For additional information regarding these program evaluation approaches, please contact:

Harold L. Hodges
Kansas State Department of Education
Special Education Administration Section
120 East Tenth Street
Topeka, Kansas 66612

(913) 296-3798

February, 1986

SEWW/5

PLACEMENT FORM

INDIVIDUAL EDUCATION PROGRAM Northwest Kansas Educational Service Center

I have received satisfactory answers to my questions regarding the placement plan. I have been counseled and given a copy of due process.

I do _____ do not _____ give permission for placement as described in this Individual Educational Program.

Was assessment completed of sufficient scope or intensity to determine or confirm the identified handicapped? Yes _____ No _____

Would the student receive reasonable benefit from regular education? Yes _____ No _____
If not, is this due to a handicapping condition? Yes _____ No _____

Handicapping Condition: Blind

The Following Least Restrictive alternatives were considered:

- *Regular Education
- *Regular Ed/Consult
- *Regular Ed/Resource
- *Self-Contained
- *Itinerate/Support Service
- *Work Study/Job Training
- *Home/Hospital
- *Other _____

Parent (date) Student (if applicable) (date)

Director/Designee (date)

Type of Placement:

Staffing

Direct

Diagnostic

In District Transfer

This student will be placed at:

_____ / _____
school / grade

GOALS FOR FY 1987 KANSAS STATE BOARD OF EDUCATION

The following improvement and development goals are adopted from the *Five-Year Plan 1985-1990*:

The State Board and Department of Education will endeavor —

IMPROVEMENT GOALS

- A 1.0 — To develop, strengthen, and extend state systems which support excellence in the curriculum and instruction programs of local education agencies
- A 2.0 — To develop, strengthen, and extend excellence in vocational and career education programs and improve transitions within and among education and training systems and institutions
- A 3.0 — To support and extend excellence in the preservice and inservice training of educational personnel
- A 4.0 — To provide leadership in the use of information technologies for improving and extending educational programs
- A 5.0 — To continue efforts to overcome barriers which limit the educational development of special populations not currently achieving their potential
- A 6.0 — To work with school districts, state institutions, parents, and other citizens in extending support and financing for Kansas schools

DEVELOPMENT GOALS

- B 1.0 — To identify the learning needs of populations not currently being served by schools and assess the feasibility of extended programs in local communities
- B 2.0 — To improve and extend support for vocational and career education programs
- B 3.0 — To conduct a study for developing a performance-based measure for the evaluation of teacher/administrator training programs and certification
- B 4.0 — To demonstrate the use of information technologies by extending opportunities for networking and developing alternative learning systems
- B 5.0 — To develop affirmative programs for overcoming past barriers for equal opportunity on the basis of race, sex, national origin, geographic location, age, socioeconomic status, or handicapping condition
- B 6.0 — To identify methods of increasing resources for local schools and education programs

The following traditional goals were developed for FY 1987 to maintain the seven major functions of the State Board and Department of Education:

TRADITIONAL FUNCTION GOALS

Approval

- C 1 — To promote quality education through program approval of teacher and administrator preparation programs and certification and accreditation procedures which reflect the needs of educators, school districts, and students

Regulation

- C 2 — To set and require state guidelines, rules and regulations, and plans to achieve balance between constitutional and legislative intent and local policies, priorities, and procedures

Research and Service

- C 3 — To provide services through the State Department of Education to local education agencies in the area of technical assistance, information, and resources

Evaluation

- C 4 — To assess the progress of the educational system in Kansas

Leadership

- C 5 — To provide leadership in identifying needs, priorities, and goals

Finance

- C 6 — To support equitable finance plans that allow local education agencies to meet present and future educational needs

Organization

- C 7 — To provide an organizational structure to ensure all students the opportunity to an equitable education